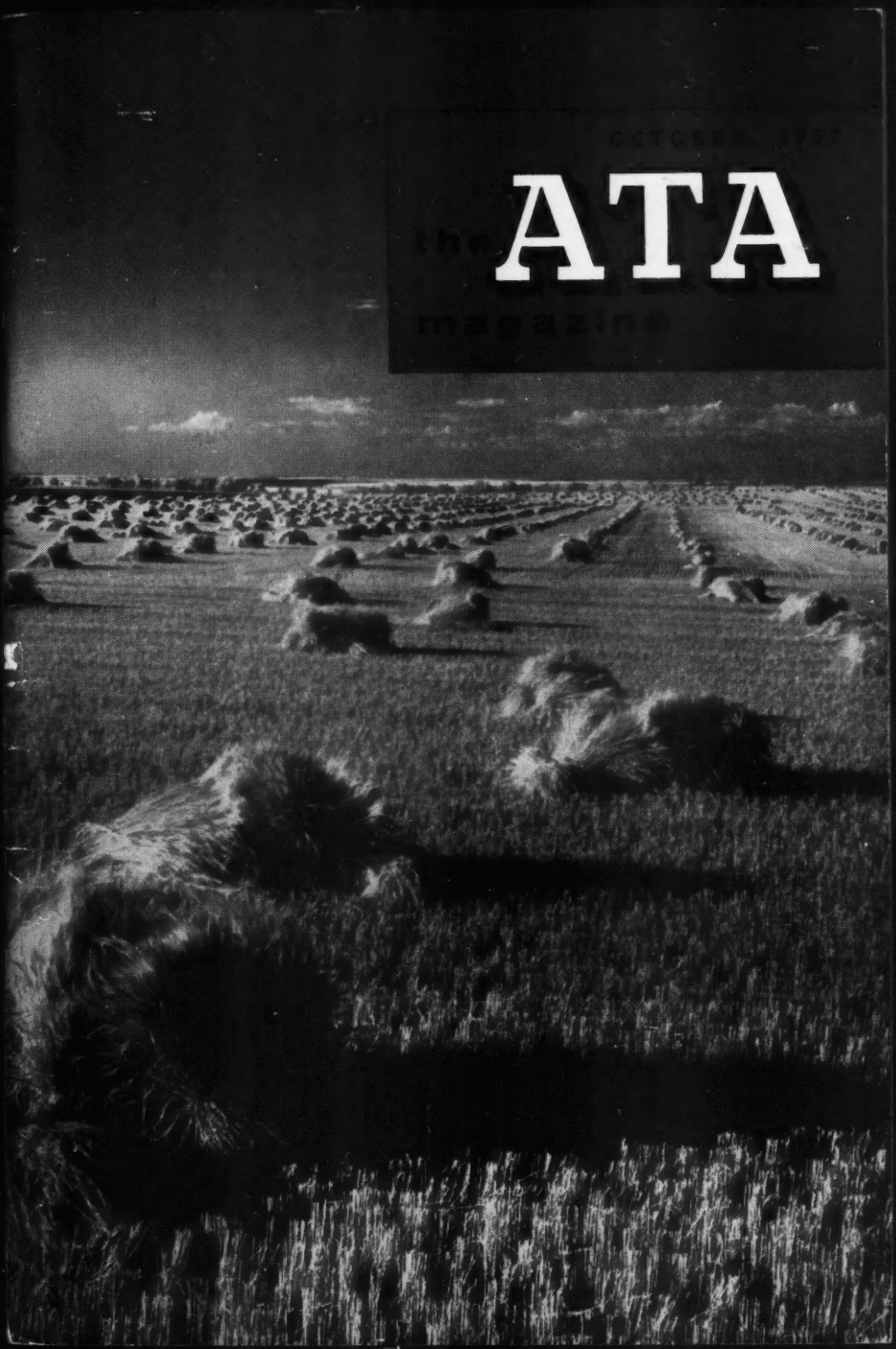
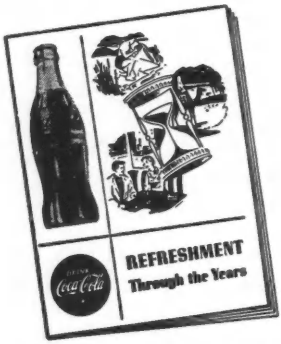

OCTOBER, 1957
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The Byline Beat

This issue features articles by our Banff Conference consultants.

Delmer Oviatt's article on curriculum building is well worth your time. Never one to mince words, and an authority in the field, Dr. Oviatt comments pungently on the shortcomings of present practice.

And that man Peterson! Ted is one of our favourite contributors. His piece last year, "How to Write Like a Human Being", is followed this year with the apt article, "Newsletter or 'Newslitter' ". "Don't make your newsletter a garbage can", he says, and to that we add, "Amen".

Much fluff is spoken and written about educational public relations. Too many people, we fear, think that PR is a pill-selling campaign.

(Continued on Page 61)



COVER STORY

October, the harvest month! Our cover scene has a nostalgic tinge, for today's harvest features the cavernous maws of hungry combines. Rare indeed are the threshing machine, the bundle wagons, and the 'spike pitchers'.

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THE ATA MAGAZINE

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Volume 38 Number 2

October, 1957

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SPECIAL FEATURES

8 Bring Curriculum Building Down to Earth
Dr. D. T. Oviatt

13 Changing and Keeping Attitudes Favourable to Our Schools
Dr. W. R. Odell

16 Newsletter or 'Newslitter'
Dr. T. Peterson

19 The Group Process and Participation
Dr. V. Miller

22 Introducing the New Teacher into the School System
Z. S. Phimister

27 A Filing System for Alberta Schools
Dr. R. E. Rees

29 The Means of Education
Edgar Dale

37 ATA Education Scholarships

REGULAR FEATURES

6 Editorial

39 President's Column

41 Official Bulletin

46 Letters to the Editor

47 Teachers in the News

57 News from our Locals

63 Secretary's Diary

OFFICIAL NOTICES

32 Executive Council By-Elections, 1957

33 Nominations for Vice-President

34 Nominations for District Representatives

Editorial

HELP WANTED

Each year, it is our pleasure to publish reports of appointments of our colleagues to the staff of superintendents for the Department of Education. It is our way of expressing the good wishes of the Alberta Teachers' Association to our former members.

This time, we have the added privilege of wishing W. E. Frame, former chief superintendent of schools, a happy retirement. Of all the tributes that have been paid Mr. Frame, none could be higher than that he championed an enlightened concept of educational leadership among his school superintendents.

The post of superintendent of schools for the Department of Education is one of singular responsibility. Years ago, his counterpart, the school inspector, had in theory and in fact the responsibility for supervision of instruction. Today's superintendent has had added to that primary function, a block of administrative responsibility born of his close relationship with the school board of the division or county to which he has been assigned by the Department of Education. Indeed, in many cases, our school superintendents spend as much and likely more time in purely administrative, rather than supervisory, functions. This remarkable metamorphosis has paralleled the development of the large units of school administration in rural areas.

Frustration, underlined and capitalized, must most accurately describe the existence of the school superintendent faced with a full-time administrative load and conscious of the urgent need for a full-time program of supervision of instruction. He cannot do both. Probably, he ends with a schedule of supervision which at best can be character-

ized as superficial. And that can only be regarded as tragic. What with the heavily loaded curriculum of today and its continuous modification, the ghastly gap between the training of the poorest and the best teacher on his staff, the need for a realistic program of supervision of instruction has never been more acute.

There is, in the face of this serious situation, very little evidence that the Department of Education or the school boards affected have given thought to the problem. True, we have heard concern expressed, but talk is cheap. The situation is not new. That a few school boards have recognized the problem is evident by the fact that some school divisions and counties have employed assistant superintendents or supervisors of instruction to assist the superintendent of schools.

One of the more promising solutions to the problem has emerged from the Leadership Course for School Principals. The view developed in discussions among school principals is that the principal must emerge as an integral part of the supervisory staff. The promise inherent in this solution may become a reality, dependent on the willingness of school boards to provide time for the development of an effective program. For time is just what most principals don't have.

Whatever the answer is to be, it should be sought with all the energy we can bring to bear. School superintendents may be able to muddle along under the present system. But, in the interval, school is just being 'kept' in thousands of classrooms in this province. The teachers in these classrooms need help—and not the casual morning or afternoon visit once or twice a year from their school superintendent.

Bring Curriculum Down

Let's have fewer experts

CURRICULUM competes with the weather as one of the standard conversational topics among certain people. Whenever school teachers congregate, shop talk dominates the conversation. We recount our successes and failures with new course outlines; we underline the ambiguities in the new departmental bulletins; we exchange ideas about social studies units or mathematics solutions; we compare test results with IQ norms; we make mental notes about suggestions for improving reading speeds; we comment on new textbook adoptions; we pass a little 'scuttlebutt' about the new supervision ideas that seem to have followed our superintendent home from his recent summer school in Chicago or California. If we get together often enough, we touch on just about every phase that makes teaching an interesting and challenging job. But don't ask us to discuss curriculum. That, again like the weather, is something that seems practically beyond our control.

To the great majority of Alberta teachers curriculum development is a foreign term. There is, we are aware, a Curriculum Branch in the Department of Education where, presumably, experts work unceasingly to write curriculum. We hear, occasionally, of curriculum committees but we really don't know anyone personally who has worked on one. Presumably, only the most skilled and adept are ever selected for such assignments. Annually, we receive a quota of new bulletins, the prior existence of which we were quite unaware and the origin of which we are quite uncertain. Nevertheless, personally and impressively, our principal or superintendent delivers each new bulletin with the breathless announcement, "Here is your new program". As a teaching staff we are seldom swept off our feet in a wave of unprecedented enthusiasm by the new document. The pressure of getting school started justifies our putting it aside for the first week or ten days. A later casual reading of the first paragraph assures us that we should study it carefully when more time is available. Lack of follow-up completes the job. The bulletin finds a final resting place in the second drawer with all those other things we may need some day but not right now. There is, however, one invariable exception to such a fate. If the bulletin chances to be on an examination subject it is elevated to full 'gospel' status. Its content becomes vital; its suggestions become rules; its references are regarded as required reading;

Building to Earth

and more classroom teachers active in curriculum development

D. T. OVIATT

its appendices assume real importance. It becomes our daily consultant and habitual guide.

A human weakness

As teachers, we are generally aware that such a system of curriculum development is by no means perfect. Professional literature constantly reminds us that, as classroom teachers, we are the key personnel in any curriculum building program. Our ATA representative comes back from the annual general meeting to report on three different resolutions urging respectively that curriculum be decentralized, that teachers be given wider representation on central curriculum committees, and that textbook selections be delegated to local divisions. We recall vaguely editorial comments urging "greater professional responsibility for professional people". We cringe inwardly at the rumor that, in some American systems, teachers are left almost totally to their own curriculum devices. Meanwhile, we go ahead with the job at hand, following the general pattern of previous experience, adding a new idea or two that seem most worthwhile, revising, improvising, and adjusting as the year moves along. As we get to know our own subject-field better, we isolate a few specific criticisms of the courses we teach; we devise a few original modifications we use with regularity and success. We never consider ourselves as curriculum experts. We are not urging wholesale curriculum renovation, either in system or in content. As a matter of fact, most of us probably prefer present patterns, weaknesses included, to the possibilities of the unknown.

Our conscience can be jolted

Once in a while, in our discussions, we encounter a dissenter, possibly even a genuine rebel. He contends that teachers are being largely by-passed in all of the basic decision-making that influences their classroom work. He points out that teachers may come into the curriculum-making process only when some departmental committee decides to invite them, and then only on a subcommittee status, and in meagre numbers. He contrasts the lowly professional status of teaching with that of medicine, law, or architecture, and points direly

to evidence of further subservience ahead. If he is articulate, his arguments may move us rather deeply, particularly so if, in addition, he himself happens to be an inspiring and challenging classroom teacher. We go home with some real concern as to what classroom teachers can and should be doing in curriculum. For such infrequent occasions, this article is intended as recommended reading.

The first thing we should point out is that the centralized curriculum pattern is an integral and likely a permanent part of the Alberta public school system. It is buttressed and reinforced not only by the tradition of the past but by multiple practices that have grown up to support and supplement it. Governmental selection of local superintendents, adoption and distribution of textbooks through a central agency, the accreditation of high school programs through departmental staffs of high school inspectors are but examples of the supporting structure that sustains this central fountain of curriculum genesis. The present pattern finds its deepest roots in the controlled examination system. The entire pattern of education throughout the province tends to support and perpetuate past practice rather than challenge the future. One might observe that our public school curriculum seems to have been remarkably free of genuine significant change for the past twenty years or more. Generally speaking, Alberta teachers probably like the situation as it exists. Centralized origin of curriculum is not necessarily dictatorial, rigid, or undesirable. Similarly, decentralization would not necessarily guarantee any substantial increase in teacher participation in a curriculum-development program. If the activities of any classroom are predetermined without incorporating the means for modification and adaptation, it matters little whether the precasting was done in a departmental office in Edmonton, or the principal's office of your own school, or in an author's study in far away Boston. The net result so far as teacher and pupils are concerned would be the same in every case.

Secondly, teachers should recognize that the curriculum pattern currently in use in Alberta does offer and encourage teachers to employ their own initiative, judgment, and originality in implementing certain phases of the instructional program. The Junior High School Curriculum Guide for Music on Page 11 says,

> The plan must also be flexible, and the teacher must remember that no child's welfare should be sacrificed for the sake of a plan.

The Senior High School Guide for Health and Personal Development, again on Page 11, says,

> Teaching suggestions are intended as a guide. No one offering the course should feel that he is compelled to follow them specifically as outlined or to deal with all the activities that are suggested. He should feel free to adapt them to his class by improvisation, addition, or future development.

Bulletin II on Page 30 says,

> It should be mentioned again that these ideas are presented simply for the assistance of those teachers needing such direction and are not to be interpreted as limitations nor prescriptions upon the teacher's freedom of action.

Such declarations appear to be more than permissive. They call upon classroom teachers to use their training and ingenuity in the hope of more stimulating, challenging classroom operations. Teachers in nearly any subject can find areas for elective action where they may concentrate any yearning for experimentation. Certainly there is much basic content and many emphases that each teacher must follow. These exist in any worthwhile tax-supported program of education, rumours to the contrary notwithstanding. Only private schools find themselves completely free from all infringement of dictation and limitation. As a whole, Alberta education has many unique and distinctive features. In general, they are to be valued and preserved. If some of these features seem restrictive, let it be said in their defence that they are made necessary by the barriers geography imposes and the less-than-minimal credential requirements certain politicians seem determined to perpetu-

ate to the inevitable detriment of another generation of school children.

The classroom teacher is the pivot

Perhaps the most promising possibilities for greater teacher participation would seem to be in some extension of the committee framework already initiated in curriculum development. The establishment of central committees to approve, to review, and to evaluate is surely an improvement over decisions by any single authority, no matter how competent. However, it appears unfortunate and unnecessary that these central committees are to a large extent presently dominated by employees of the Department of Education and by administrators from the public school system to the almost total exclusion of classroom teachers. If this be a fault, the responsibility must be shared alike by the department and the Alberta Teachers' Association. One cannot help but note that, in selecting its representatives to central committees, the Alberta Teachers' Association seems inclined to prefer administrators of one level or another rather than those who daily practise the art of teaching in regular classroom assignments.

The sub-committee structure happily includes far more classroom representation. Yet, in comparison to many other systems, teacher participation through sub-committees remains remarkably inadequate. The obvious justifications, of course, are the savings in time and money that can be accomplished by such limited participation. In the long perspective any saving in time seems only of secondary importance, and the day is certainly past when the Province of Alberta need economize on the allocation of public money for worthwhile public purposes. Most curriculum changes would benefit through wider publicity for the basic ideas proposed in renovations prior to the time they appear in final form. We are naturally suspicious of new ideas that may threaten to upset our established routines. Alberta has an avenue of communication

Dr. Oviatt is dean of education at the San Fernando Valley Campus, Los Angeles State College. He was consultant on curriculum development at the ninth ATA Banff Conference. Formerly a classroom teacher and superintendent of schools in Alberta, Dr. Oviatt worked with the curriculum branch of Alberta's Department of Education prior to moving to the United States.

that presumably reaches every teacher throughout the entire province. A casual, but persistent reading of *The ATA Magazine* over a period of several years leads to the conclusion that a great deal more could be done to alert and inform the teaching force about new ideas and contemplated changes well in advance of the time they become actualities.

Wide participation by classroom teachers in curriculum development should have two anticipated outcomes. Improvement of actual instructional practices by participating teachers seems logical and natural. A second benefit is the contribution that can be made to the total, overall educational program at the divisional level or conceivably throughout the entire province. For this second possibility, remarkably little provision has been made either by the Department of Education or by the Alberta Teachers' Association. There seems little encouragement for individual instructors to communicate ideas either individually, or collectively, to the central curriculum authority, except as they may take the initiative to write personal letters or submit independent briefs. Perhaps it has been assumed that the divisional superintendent's office will provide the appropriate channel for transmitting ideas and information from the classrooms of the public schools to the conference tables of the department. Nor has an adequate framework been set up within the professional organization. Every local establishes a salary negotiat-



Curriculum-builders all! Dr. Oviatt is fifth from the left in the back row.

ing committee and a social committee. Possibly curriculum improvement committees, under some title or other, are also quietly at work on an equally widespread basis. If so, additional publicity might increase their effectiveness and bolster their spirits. Those locals who are bold enough and concerned enough to submit resolutions aimed at curriculum change and improvement on the provincial level may sometime wonder as to the ultimate fate of the documents they forward for consideration. A fortunate few appear as resolutions at the annual general meeting after appropriate screening through the executive machinery. Others apparently disappear into limbo never to be heard of again. The value of such local activities may go far beyond the actual resolution or suggestion that emerges. It indicates that somewhere, some teachers are concerned. Their first efforts may seem insignificant or even misguided. This is not sufficient reason that they should be disregarded. Perhaps some explanation as to why the idea cannot or should not be put into action, some suggestion as to how it can be improved and refined, some encouragement for reconsideration and added study will bring a better result on a second try from the same source. No suggestion from any teacher, or teachers' group, should be disregarded nor passed by without acknowledgement and comment. The encouragement of teacher activity in curriculum affairs should be a primary responsibility for the Department of Education and the Alberta Teachers' Association alike. Recognition can pay dividends in multiple forms.

Nor should we wait for such activity to emerge spontaneously. A great deal can be done to foster local participation

(Continued on Page 41)

Changing and Keeping Attitudes Favourable to Our Schools

"Shooting arrows into the air that fall to the earth we know not where" is what some public relations programs do, says W. R. Odell

IN recent years there has been much interest everywhere about programs of educational publicity and public or community relations for schools. Numerous articles and several books have been written on various aspects of the subject, and many speeches and conferences have been devoted to various phases of the program. In the United States, a National School Public Relations Association has been created as another division of the National Education Association.

Changing attitudes is harder than you think

Those responsible for improving public understanding of and financial support for the schools have come increasingly to an understanding that "shooting arrows into the air that fall to earth we know not where" is a dubious and, apparently many times, fruitless undertaking. Writing articles, holding meetings, and telling parents and taxpayers that they should approve school programs and increase their financial support of schools cannot be counted upon to change deep-rooted attitudes of the public toward the schools.

The one most important single fact that we have failed fully to appreciate is that almost everyone has had a fairly close and long-extended personal experience with schools. He usually has attended school himself—typically for at least six years, commonly for ten to twelve years, and possibly for sixteen or more years—and he cannot help remembering what happened to him. Or, if he did not himself attend school, he knows well what happened or is happening to others in school—his children and other family members, or friends, fellow workers, and neighbours.

Unfortunately, not all that happens in schools is pleasant or satisfying to remember. For many it is the exact opposite. And one's own personal experiences—especially if they are long-extended—are not easily altered or substantially changed by brief conversations or occasional written materials however well reasoned.

How then do we change the deep-seated and experience-based attitudes of

those who are lukewarm or even hostile to the schools? The answer is not easy to accept by the faint of heart. But it appears likely that one wins friends one by one mostly, and that the approach to each conversion is along a path individually charted for that person alone. And one may have to accept the unhappy fact indeed that some critics never will change.

This perhaps sounds overly harsh or difficult, but it should be remembered that what has been said so far refers to remedial treatment for those whose opinions and attitudes are negative and which we wish to alter. There are many — undoubtedly the majority — whose school experiences were on the whole satisfying, and the task with these is much simpler. For them we need to keep their continuing experiences on the favourable side, and see to it as best we can that they do not hear or read about others whose attitudes are aggressively unfavourable.

Know your friends

Any practical and effective educational publicity or community relations program therefore must have a number of emphases and perhaps at least all of the following—

- A current school operation that brings as much satisfaction as possible to every pupil, and parent. This means really that every school employee is on a daily and even hourly quest for present and future friends of the schools. We today set the feeling tone of tomorrow toward the schools.
- A carefully designed program to bring as many parents and non-parents (including business and professional men and women) into the schools constantly, so that those who had happy experiences earlier can reinforce them, and those who are lukewarm or critical can have new experiences that will win their support if possible.
- A well-planned program of regular newspaper, radio, television, report card, leaflets, and other school-prepared materials beamed at the total population to tell the accomplishments and aspirations of the schools.
- A plan that seeks constantly to identify those who oppose the schools and then to work carefully with as many of these critics—and especially the influential ones among them—as is possible.

Everyone can do better

The printed materials on school publicity deal rather effectively with the first three of the matters just enumerated above. But there are many unplumbed depths even in each of these. And in the fourth little indeed is known and less has been written.

The best way to make school satisfying to each pupil and parent is difficult to determine, and harder yet to find time to accomplish. But this is a necessity for each teacher and principal especially, if support for the schools is to grow. And everyone can do at least a little better than he is doing now. Those who can do much better we can pass over here!

Every school and every classroom likewise can contribute either a little or a lot toward better understanding by the adults in its vicinity of the goals and the unsupplied needs of the educational program it seeks to fulfil. Better support for existing programs and expanding support for new programs can be secured chiefly through demonstrations to our friends of the values of these enterprises. Each of us can learn how to do this task ever more convincingly if we but put our minds to it.

Dr. Odell was consultant for educational publicity and public relations at the ATA Banff Conference, August 18-25. Dr. Odell has been a guest speaker at several ATA fall conventions. He is professor of school administration at Stanford University.



Dr. Odell and one of his groups at the ATA Banff Conference. Dr. Odell is third from the right in the back row.

The third facet of the program probably requires the use of technicians, but these need not all be in the employ of the schools. Many helpful volunteers from those in the community whose work it is to bring news to the local citizens can be found to take an interest in assisting with these projects. Each of us can learn from them, however, and become more effective assistants in the total endeavour.

In the final part of the program, much research has been suggested in recent years, and some has been carried out. But as yet conclusive evidence about changing attitudes toward the schools is not collected or available. Anyone interested in this phase of the work has an almost wide open field in which to work. A study, financed with funds from the United States Office of Education, is beginning at Stanford University this year to delve further into the matter of voter-attitude toward school financial issues. This follows work done earlier in this area, but even yet what is planned is chiefly only a mere beginning into the larger problem of school-attitude change.

Here then is another field which appears simple until it is examined. But since each of us must play a role—and does consciously or not—in developing constructive attitudes toward the schools, it seems clear that each of us must continuously consider and strive hard for better performance. Guilty though I feel, I ask that you add it to your already too long list of duty areas for teachers, principals, and every other school employee.

Newsletter or 'Newslitter'

T. PETERSON

THE doctor rushed downstairs to the patient's husband. "Have you a screwdriver I can borrow?" A few minutes later he was back. "Do you have a can-opener?" And soon afterwards he was back again. "I need a sharp chisel and a hammer. Do you have them?" As the husband handed them over, he asked with trembling voice, "Please, Doc, what's wrong with my wife?"

"How should I know?" the doctor snapped. "I haven't even got my bag open yet."

The moral of that story, a pedant would say, is that careless or inadequate communication breeds uncertainty and worry. A communications specialist might nod his head in agreement. And he would perhaps add that it is debatable which is worse—utter silence (itself a form of communication, as every husband knows) or garbled attempts at communication.

Within public school systems and within the Alberta Teachers' Association, there is no place for either silence or garbled communication. Every school, every ATA local should have some planned program of communication.

Know the purpose

One useful tool of its communications program is the newsletter. Now, the newsletter, let us be clear, is not an end in itself. It should be just one part of an over-all communications program. It might well play the themes of the over-all program, which will use many channels: local, daily, and weekly newspapers, press wire services and syndicates, Sunday newspaper supplements, *The ATA Magazine* and other professional journals, general magazines, letters, bulletin boards, open houses, and store window displays, to name a few.

A common fault of newsletters is that they are issued with only vaguely-defined objectives. Someone says, "Let's start a newsletter to build goodwill among parents", and the editor scurries off to typewriter and duplicating machine. The newsletter should have a clearly-defined set of purposes, just as should the whole public information effort of the school or local.

Just what the newsletter should seek to accomplish depends, of course, on the needs of those publishing it and on the type of newsletter it is. Two types of newsletters seem suited to the needs of the ATA membership—the one for persons outside of the school system, and the one for members of locals or sublocals.

In planning either type, one goes through pretty much the same steps. He asks three fundamental questions—

- Just what do we wish to accomplish with the newsletter?

Peterson says your newsletter must have a target

- **it must be aimed**
- **it must be loaded — with good copy**
- **it must be short**
- **it should be regular**

- Just whom do we wish to reach?

- Just what types of content should we include to accomplish our aims, given our target?

Those are basic questions which we'll discuss at greater length in a moment. Stemming from them are certain other questions to which there are no authoritative answers, except perhaps in specific situations.

What shall we name the newsletter? (It should not be a name which lends itself to obscene or derogatory puns.)

How often shall we publish it? On the one hand, if the newsletter is published often, it becomes a burden to those issuing it. On the other hand, if it is published infrequently, it lacks the continuity which is one of its requirements. It is hard to imagine a newsletter having much continuity if it is published less frequently than once a month.

How many pages should the newsletter run? One can argue plausibly that a short newsletter published biweekly is more effective than a long one published monthly. It would avoid serving the reader more content than he is willing to absorb at one time.

What size should the pages be? If the newsletter is to be distributed at meetings, it should conveniently fit into pocket or purse. If it contains much material of record, it should be of a size that can be accommodated by standard notebooks or filing cabinets. One organization issues a newsletter on extra-large pages; surely more copies than should, wind up in the wastebasket because they are too wide for conventional filing cabinets.

How is the newsletter to be reproduced? Probably most school systems and locals will rely on duplicating machines. They have the merits of being rapid, inexpensive, and flexible. And surely a newsletter produced carefully by this process is more desirable than one produced carelessly by letterpress printing.

Who is to have final authority for material appearing in the newsletter? Should the superintendent or principal of the school, or the executive of the local, review copy to make sure that none is contrary to official policy? Or should the editor have full responsibility for content?

How is the newsletter to be distributed? Is it to be handed out or mailed? Mailing the newsletter increases the chances of its reaching the intended target, of course, although it may be somewhat more expensive.

If it is to be mailed, should it be enclosed in an envelope? The extra cost of providing envelopes might well be justified, for a newsletter which becomes torn or crumpled in transit loses much of its effectiveness. The publishers of one school magazine sent out thousands of copies, none in envelopes. Much of the care and expense which went into at least one issue were lost, for a large proportion of the copies reached readers with the handsome four-colour cover missing.

No outsider can give final answers to



They wanted to learn about ATA publications. Ted Peterson, second from left in back row, had a week to tell them all about it.

any of those questions. The organization publishing the newsletter must answer them according to its own purposes and audience for the newsletter, according to its own circumstances. The answers should come from the answers to the three basic questions about aims, audience, and content.

Aims One should forget such ambiguous aims as "creating goodwill" or "improving morale". They are so general that they are of little practical use to an editor charged with getting a newsletter into the recipients' mailboxes. The aims should be as specific as one can make them. The New York *Times,* for instance, publishes a newsletter exclusively for members of its editorial staff with the highly specific purpose of brightening the prose and reducing the errors in the paper. The objectives need not be as specific as that, of course, but they should not be sweeping.

A newsletter issued for parents might have these objectives—

√ to disseminate routine information,

√ to explain the curriculum and to gain confidence in it,

√ to gain parents' participation in school activities,

√ to explain school policies—as for example, regarding homework—and to gain acceptance of them,

√ to explain certain situations over which school authorities have little or no control, as for example, the cost of textbooks,

√ to provide parents with a channel for communicating with school authorities.

A newsletter issued by an ATA local

(Continued on Page 44)

The Group Process and Participation

V. MILLER

Too many students of the group process get 'gimmick-happy'

GROUP dynamics has become a familiar term to teachers during the last decade. However, the term means many different things to the different people in professional education. Very few have really approached group dynamics as a field of study concerned with all the interactions and relationships of people associated in groups of varying sizes and purposes and degrees of formality. The larger number hold a more limited view. They may have only heard the term or noted mention of it in articles read. Some may have derived their ideas of group dynamics from reading only one or only a few articles as short as this one. They may have experienced a convention session or a day at a workshop where some group dynamics was demonstrated or used. Such experiences give the term a familiar ring but provide knowledge only in unrelated fragments.

Don't let 'gimmicks' grab you

Thus to some teachers, role-playing and group dynamics are virtually synonymous. Others think that group dynamics is like some specific gadget such as buzz sessions or leadership teams. To think of group dynamics in terms of one of the tools or procedures, like role-playing, is similar to thinking of horticulture as knowing what a hoe is and how to hold it. The indiscriminate use of role-playing or other specific applications of group dynamics can bring great damage to individual personalities and to the group. The emphasis, of course, should not be on the group as an occasion to 'role-play' or to 'buzz' but rather upon role-playing and buzz-grouping as useful devices in group work.

There is a temptation when cramped by time to resort to an application of group dynamics rather than to work at increasing the understanding about groups and the group process. The tool is specific rather than comprehensive. Most of us study group dynamics to learn how we can control or manage groups more effectively, and we should be careful that we do not overlook entirely the real group process.

Keep the purpose clear

A first step for anyone concerned with group dynamics should be the study of groups and of the behaviour of people in groups. As understanding is developed, the existing tools and applications can be used with more discrimination and effectiveness. The individual will be in a better position to improvise and to invent procedures in terms of the

needs of the specific group situation. One may observe groups informally; one may organize group observation with the use of a wide number of procedures all the way from simple note-taking or simple scoring of participation to something as complex as Bales' "interaction process analysis"; one may use post-meeting reaction sheets, review recorders' notes, make use of sociometric devices; one may serve as process or productivity observer for groups. One may also read texts and research reports to gain understanding of such things as group pressures and standards, group cohesiveness, structural properties of groups, leadership, group goals, size of groups, positioning, and the like. The point of emphasis here is the need to begin with a study of the nature of human behaviour in groups.

Two additional points should be noted. To understand group process and to participate effectively, attention should be given to interactions and relationships of the entire group rather than to focus mainly on leader behaviour and the relationship between leader and group. We see often that leadership is provided by many, besides the chairman, in most groups, and that leadership may be differentiated from chairmanship. The other point is to suggest that attention not be restricted to what happens in group meetings but that the relationships and activities of group members both in and out of meetings be considered in attempting to understand the group. Such an approach is ultimately more practical. It does not restrict consideration to the question of "what can I do to improve group functioning if and when I am chairman (or secretary)". It invites constant consideration of "what can I do at any and all times to behave as a group member in such a manner that the functioning of the group will be improved".

Two common problems

Two questions most commonly raised when people are reflecting upon their own experiences in meetings and in working in organizations are:

—how can more participation, especially from the shy or reluctant members, be secured? and

—how can domination of the meeting or the organization by a small continuing in-group or vocal minority be avoided?

When these questions are considered as separate unrelated problems, the most frequent answer given to the first is to suggest means by which the in-group, already in control, may further dominate the silent members so as to force them to speak. To the second question, the most frequent response is to urge that more people talk up in meetings and that rivals to the central group be established. Neither answer is very serviceable in the long run, and any helpful view must consider the questions as related rather than as independent of each other.

When considering ways of securing wider participation, it is also well to consider how much and for what purpose the extension of participation is desired. Certainly the measure of a good discussion group is not so much whether everyone talked but rather the quality of the discussion and the satisfaction felt by the members of the group.

Except in very small groups, there is a danger in everyone's talking. There can be a lot of talk and not much said of real importance. A goal of having everyone talk can be abused. Often what is said by others in a group truly represents the thoughts of those who don't speak.

Encourage small group discussion

To expect the non-participating member to burst suddenly forth in the large group meeting with some contribution of importance is to expect too big a jump all at once. Try to acquaint group members with each other and to provide opportunities for members to visit informally in pairs or in small groups. The buzz group plan by which members of a group meeting are divided into small groups of six or fewer for a few



Dr. Van Miller, third from left in the back row, was consultant for group dynamics at the 1957 ATA Banff Conference.

minutes of discussion is one of the procedures by which participation can be widely extended during the meeting time. In the many small groups the individuals have the time and the intimacy that makes participation easier.

To the shy or reluctant individual who would like to be more vocal and more active, one can suggest that he seek out opportunities to visit with other members individually or in small groups. If he would like to break into verbal participation in the larger group meeting, he might well start with some efforts serviceable to the group in asking for further clarification of something someone has said, in asking for additional opinions, in expressing his own support for a statement made, or in expressing appreciation for the different viewpoints presented by other members of the group.

Central group has a place

Before one moves too rapidly in seeking to eliminate the presumed domination of a strong central group in an organization, he should examine the alternative of a group with no strong nucleus. If every group member felt equal responsibility and had equal interest, either there would be no action at all or the organization would be teeming with rival and disintegrating activities. The efficient organization is one with differentiation of responsibilities among its members. The little groups or the nations which keep deposing leaders and replacing them have little but turmoil

(Continued on Page 55)

Introducing the
into the

Toronto's superintendent of public schools says that a well-organized induction program for new teachers is essential. Activities are designed to help the teacher know the community, the school system, the school she will teach in, and the problems she will meet in the classroom.

IN common with the great changes in the economy of Canada during the last several years, there has been a change in the methods of recruiting and orienting employees into business or into school systems. A generation ago young persons seeking employment tried to find an employer and tried to make themselves and their services satisfactory to the employer. The employer was in a position to be critical and if necessary he could dismiss one employee and substitute another. As a rule, there were more employees than there were jobs.

However, this situation has changed. Now the employer is aware that the supply of manpower is such that he must exert himself to make the best use of persons who work in his organization and, at the same time, he must make the business or organization attractive to employees; otherwise, he will find

New Teacher School System

Z. S. PHIMISTER

that he is unable to recruit new people to replace those who retire or leave his employment.

Hence, because material rewards are not in themselves a sufficient inducement to attract people to teaching, it is in the interests of school people particularly to take considerable pains to develop attractive procedures for recruiting, orienting, and training teachers coming into the school system. At one time, the employer interviewed an applicant for a job to determine whether he should offer the man a place in his organization. Today, it is common practice for the school teacher to interview the representative of the board of education. The teacher, if she is at all competent, will know that there is likely to be a job available for her. She will wish, before making up her mind about accepting any teaching post, to offer her services to other boards of education. Hence, if they wish to secure a share of the competent teachers who are available for employment, the boards must make themselves attractive to experienced teachers who are ready to change their jobs, or to the top students in the teachers' colleges who are seeking employment.

A number of factors have combined to make the predicament of the employer more difficult. Present day salaries and the number of opportunities available make it possible for skilled teachers to move to better themselves; better salaries mean that more teachers wish to have leave to travel and study; now married women are employed in considerable numbers and it is necessary for them to have maternity leave. Thus at a time when there is a small supply of teachers, there is also a greater turnover in the employment of teachers. At the present time with approximately the same number of classes, it is necessary in Toronto to recruit about twice as many teachers as were engaged in 1944. These new conditions of smaller supply and greater turnover have made it necessary to give greater attention to methods of recruiting, methods of getting teachers established quickly, and methods of training new teachers.

Recruitment

The first contact which the new teacher has with the new employer is the board of selection which is supposed to interview her. It is necessary to have on the selection board persons who are able to appreciate the young teacher's point of view and are able to present to her the advantages of teaching in that particular school system. In this connection, we have found that the young teacher is apt to be a bit sceptical of opinions given to her by old people, that is, persons over 35 years of age, but she has greater confidence if she is talking to one of her contemporaries. It has been our practice in the last few years to have on each three-person selec-

tion board one teacher who is only one or two years removed from the teachers' college. This young teacher will be one who has had a very satisfying experience during her brief teaching life, and is inclined to be enthusiastic about her work.

After some school boards advertise and secure applications, they acknowledge receipt of the application by writing a letter of appreciation for the application and follow that with a telephone call asking at what hour an interview might be arranged. After the teacher has agreed to come to this employer, she then will be sent materials describing the school system and letters of welcome from the superintendent, the principal and the home and school association in her new school. These actions help to give the young person a feeling that she is being welcomed as a member of the school staff.

Induction program

One means of helping inexperienced teachers to find early satisfaction in teaching, which has been growing in the last few years, is the provision of a period of induction at the close of the teachers' college year. During this time the inexperienced teachers are brought into the school system where they are given an opportunity to become acquainted with the physical environment and with the personnel with whom they will be working.

In order to establish warm, satisfying human relationships and to give the teacher some recognition in the community, some school systems follow the practice of printing the picture of each new teacher in the local papers and accompanying the picture with a brief account of the teacher's career. In other places the teachers are presented on the local TV program. In other places the local industry, particularly in a small town where there is one principal industry, undertakes to entertain the teachers by having them tour the plant.

The first contact which the new teacher has on the morning of the induction program, which in Toronto lasts for ten days during the first half of June (new teachers are paid $14 a day for each day they attend) is with the public school inspector in whose district she has been placed. When the public school inspector meets his group on that first morning, he has a chance to discuss with the young teachers any changes which they wish to make in their assignments, whether school or grade, which they have received prior to this date. At this meeting the inspector tries to set the stage for the activities of the next two weeks. He will try to give the young people in his group some idea of the general principles lying behind the school program, and some idea of the resources available to help the teacher.

Each student is given a booklet of about 25 pages, which contains messages of welcome, a page of general information about how salary will be paid, about Blue Cross and physicians' services, and about other business details. Simple statements with respect to the Toronto school system follow. This booklet also contains the induction program timetable for the two-week period.

The general plan for the induction program is that the new inexperienced teacher will spend half the time in the school in which she will have a class in September. The other half of the time she will spend getting acquainted with the resource people and with the resource facilities provided, e.g., consultants and supervisors, the child guidance centre, the teaching aids centre, and the attendance department.

At noon of the first day, the teacher will be met by the principal of her school and probably by one of the members of the staff. She will then be taken to lunch at the school, where she will meet the other members of the staff. One necessary point to keep in mind in considering the induction program is the preparation of the principal and teachers who will receive the young teacher as a new member of their school staff. Some principals and teachers regard the efforts made to receive

the new teacher as something altogether unnecessary, which was not done in their time, and which is a further evidence of the softening of the whole educational process. Therefore it becomes necessary to discuss the induction plans with the principals and they, in turn, with their teachers. It is pointed out that the major aims of an induction program are the promotion of personal and emotional security, and the development of professional competence.

To attain these two major aims, the beginning teacher needs:

- sympathetic understanding and friendly guidance,
- tactful and constructive help in overcoming weaknesses,
- help in understanding the function of the school in the development of the community,
- assistance in locating and using the materials of instruction.

A well-organized induction program will provide varied activities and materials to help the teacher know the community, the school system, the school, and the problems of the classroom.

The principal will arrange periods of observation, as well as opportunities for actual teaching. He will take some care in assigning another member of the staff to act as friendly counsellor. Sometimes this counsellor will be a teacher from the same part of the province, or a teacher who is known to the new teacher, or a young contemporary, or any skilled teacher who will provide a close and warm relationship for the newcomer. The principal will delegate to his secretary, to the vice-principal, and to certain staff members, responsibility in helping the new teacher understand the routines of the school, the staff committees which have responsibility for certain phases of leadership, the reports and registers, and the records which are in use.

On the second morning, and on subsequent days, the new teachers will meet some of the supervisory or consultant staff, when they will have an opportunity not only to become acquainted with these persons, but perhaps to observe a demonstration and to take part in some physical education activities, or an art workshop, or a music demonstration. Some care must be exercised to see that the contacts with the supervisors and consultants do not become merely lecture periods. The young teachers have just finished a year in which they have learned a good deal by the lecture method, and it is necessary to give them an opportunity to do something rather than to hear another lecture. There will be a tendency on the part of each supervisor or consultant to stress the importance of his or her own work and perhaps to supply teaching aids and materials in considerable bulk. Much of this has the effect of overwhelming the young teacher and it is necessary to take some precautions to prevent indigestion on the part of the inexperienced teacher. While contact with the ancillary agencies of the school board and with the resource people of the board is necessary to familiarize the young teacher with the whole picture, it must be remembered that the purpose of orienting is best served by having the teacher made to feel at home in her own school. If she can meet and teach pupils who will be in her class in September, and if she can get to know a few staff members and the principal, she is able to go to school on the opening day with a sense of belonging and a sense of security which would not be possible if she were facing a new staff and a new group of pupils at a time when everyone is rushed at the opening of school.

On the last day of the induction period, the members of the board of education are hosts to the new teachers and their

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Mr. Phimister, superintendent of public schools, Toronto Board of Education, delivered this address at the 1957 CEA-University of Alberta Short Course.

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principals and teachers' federation representatives at a luncheon. At this time, the chairman of the board and the director of education extend a welcome to the new teachers.

In the case of experienced teachers, it is impossible to have them come to the new school in June. Therefore, it is common practice to set aside a period of time prior to the opening of school in September when the new experienced teacher meets the director of education and the inspector of schools with whom she will be working. Our practice is to have the principals of the schools receiving new experienced teachers and the experienced teachers themselves come to a school auditorium on the morning of the Friday preceding Labour Day. After greetings from the director of education and federation representatives, the inspectors meet their own experienced teachers and present them to the principals of the schools where they will be working. The principal and his federation representatives then take this newcomer to a luncheon which the board provides, where the principal and the federation representatives see that the new teacher meets some of the board of education members. Following the luncheon the principal and federation representatives take the new teacher to the school where she will be shown her classroom, and where she will be helped to understand the routines of the school and the details associated with her work at the school. On opening day she at least knows where her classroom is, and she knows the principal and one or two teachers who should look after her until she feels at home.

Some principles to observe

Perhaps certain principles may be evolved from the illustrations which have been mentioned.

√The length of any induction period will depend upon the number of areas to be explored by the new teacher. If the school system has a considerable variety of specialized functions, it will take a longer time to become acquainted with these than if the teacher has to become acquainted only with the principal and staff of a single school.

√Having in mind the fact that the inexperienced teacher has been at school as a student for the past year, and has just recently completed her final examinations, it is better to have activities for the young people, such as teaching classes, or taking part in an art workshop, rather than listening to more theory.

√Young people probably pay more attention to their peers than to those who are much senior to themselves. Therefore, keen young teachers recently graduated from the teachers' college often serve as admirable counsellors for newcomers, or as members of selection boards.

√It is wise not to attempt to do too much in the induction period so that the young people are overwhelmed by what seems to be expected of them. It is perhaps well to offer them encouragement rather than to discourage them by pointing out the multitude of things that a good teacher is supposed to be able to do.

√It is not enough to ask principals and teachers to receive a new teacher in their school and to be responsible for an induction program which may take five to ten half-days. Principals and teachers need to be prepared for their duties in this connection. They need to be proud of their profession and their school so that they may receive a new teacher with confidence and be able to make her stay in the school most fruitful.

√The in-service program for young teachers, following their induction in June, should be strictly limited in the autumn months. There is a tendency on the part of many members of the supervisory staff to want to seize upon the new teachers and give them vigorous courses of training early in the fall. It is at this time that the young teacher should be gaining a foothold in her new school, and her training

(Continued on Page 59)

Here is something long overdue—

A Filing System for Alberta Schools

R. E. REES

THE principal's office is the nerve centre of the school. An orderly office affects the tone of the school by setting an example for both staff and students. To cope with the mass of material which pours into the principal's office, a suitable filing system is indispensible in maintaining tidiness and in conducting the activities of the school in a businesslike manner.

One of the conclusions of the Leadership Course for School Principals, 1956, was that an office filing system, adapted to Alberta schools, was long overdue. Such a system would enable principals to organize their office work more effectively and might release more time for valuable supervisory activities.

To be useful, a filing system must make possible easy filing of materials and correspondence; it must make possible the ready location of items when required; and finally, it must require a minimum of effort to become familiar with and to use the system.

The system outlined in this article has been tested in about a hundred Alberta schools and has been given close study by members of the five-school project throughout the year. The basic plan has been found satisfactory, although some adjustments of the number and variety of filing folder headings has been found advisable in some schools. Obviously, modifications must be made by each school principal to meet the needs of special local conditions.

In developing the system, an analysis was made of materials found in Alberta school offices of varying sizes. After examining various filing systems, it was decided that a simplified system could be developed. Consequently, appropriate phases of school administration were isolated and the materials to be filed were separated into corresponding large categories. This being a logical rather than an arbitrary system, the need for a key was eliminated, although the accompanying list of file headings might prove useful for reference even after the system has been put into operation.

Category titles are arranged alphabetically and should be placed on heavy-gauge cardboard dividers, somewhat larger than the filing folder. The headings under each category are also arranged alphabetically and should be typed on cap-sized folders.

In addition to the main filing system, a 'tickler' file or desk calendar is most helpful in reminding one of coming events, appointments, deadline dates, and follow-up procedures, if entries are made systematically. Two filing folders in the desk drawer or at the front of the first filing cabinet drawer may be labeled: "Unfinished Business — Immediate" and "Unfinished Business — Deferred". In these files, letters, notes, partially-made plans, etc. may be placed for attention as time permits. Maintain a regular review of the contents of these files and transfer items as required. This enables the administrator to develop priorities among matters that are somewhat pressing and

will be an aid in keeping the top of the desk clear.

Suggestions for developing your system

- √ When incoming mail reaches your desk, it is a good policy to date stamp it and to indicate by code on each item the file into which it should be placed. Decide what merits a place in your file; discard items of only passing interest.
- √ When letters, etc. seem to belong to two files, place the item in one file, and a note of its location in the other.
- √ Not all files listed need to be set up at the beginning. Set up only those files required, then introduce new files, according to the plan, as their need becomes evident. From three to ten papers on any subject justify subdividing the file into separate headings and starting a new folder.
- √ Type the main heading in red and the sub-heading in black on each file label.
- √ To estimate the filing space required, assume that a filing drawer will accommodate from 200 to 250 files. As a minimum, three standard drawers will be needed.

Files required

Alberta Teachers' Association

ATA General (for correspondence, etc.)
Conventions (held under ATA)
ATA local
Pensions (commission)
Salaries (information from ATA)
ATA sublocal

School Board

General (correspondence, etc.)
Accident reports
Attendance forms (duplicates of those to board)
Boundaries (maps, etc.)
Bus routes
Directives of board (bulletins, regulations, policies)
Health (regulations, sanitary inspector reports)
Notices of board
Reports for board (miscellaneous)
Salary schedules
Superintendent (reports to, etc.)

Business Affairs

Budget
Equipment and supplies needed
Equipment and supplies received
Extra-curricular finances
Insurance (students, teachers, other)
Inventories (school supplies, sports equipment, filmstrips, etc.)
Invoices
Orders (supplies, etc.)
Payroll
Petty Cash Account
Receipts (fees, etc.)
Requisitions (library, science, teachers to principal)
Textbook rentals

Correspondence—General

Principal's personal correspondence
Address lists
A set of 25 folders, one for each letter of the alphabet, plus one for Mc (to come before M); combine XYZ. In these, place all general correspondence from parents, companies, etc., except that with the ATA, the board and its officials, and the Department of Education, and those re extra-curricular activities. Use first letter of surname for persons; if from a company, use the key letter of its name. Your reply should be stapled to the letter you wish to retain. (Cross reference with individual pupil's file, if desired)

Catalogues

(Re: equipment, books, furniture, aids, etc.)
These might more properly be placed on a cupboard shelf, classified by means of library pamphlet containers.

Department of Education

General (for correspondence and information from branches not listed below)
Audio-Visual Aids Branch
Correspondence School Branch
Note: courses of study, bulletins, handbooks, film catalogues, etc. related to the curriculum may more properly be placed on a shelf in the supply cupboard.
Curriculum Branch
Examinations Branch (cross-index where student concerned)
Examination results (by year, e.g. 1955—)
General Test and Intelligence; Standardized Tests results (if by Department)
Guidance Branch
High School Inspector
Radio Branch
Reports, annual—to Department of Education (by year, e.g., 1955)

Extra-Curricular

General (correspondence, notices, rules, etc. re activities not yet organized)
Clubs (a folder for each one organized—e.g., glee club, history, photography, etc.)
Games and Sports (requiring teams) (a folder for each major one organized—e.g., baseball, softball, hockey, basketball, curling, etc.)
Graduation Exercises
School Paper
Students' Union
Track
Yearbook

Blank Forms

A folder for each type of form used—e.g., reporting, travel, registration, etc. Place name of form on file and arrange alphabetically.

Instructional Materials and Services

Adult education
Enterprise records and plans
Library (lists of books available, records, plans, etc.)
Machines (instructions for use of, guarantees, etc.)
Newspaper clippings (of general nature, pictures, etc.; if specifically related to a subject area, see subject files below).
Registration procedures
Royal Bank letters

(Continued on Page 55)

The Means of Education

TO set up an educational philosophy is to note ends, desired effects. But to note ends and be unconcerned about means is to commit folly, be sentimental, not realistic. And we can also fall into the trap that Thoreau warned us against, "improved means toward unimproved ends".

Ends, after all, are merely means that have reached a certain point in time or development. The ends of today are the means of tomorrow. If we cannot relate a series of connected causes and effects to the desired final effect, we cannot talk in educational terms.

I do not say that this is easy, but unless we have good case histories of the development of a taste, a skill, an outlook in one individual or another, we will not know just what experiences do link specific causes and effects. In short, we need research on what means produce what ends.

I shall describe three types of means: the teacher, the physical environment of the school, and the materials of instruction. The first and a highly important means is the teacher. What kinds of general effects do we want the teacher to produce? If we are to trace his major influence, shall we think of him chiefly as an explainer? Shall he, for example, spend most of his time explaining how to write legibly, the complicated events leading up to the Second World War, the meaning of place value?

Or shall we think of the teacher primarily as the means for organizing and administering the explanations of other teachers—one who puts the artistic explanations of others into the minds and hearts of his pupils? Is he the means for developing the independent learner?

Or is the teacher chiefly an encourager, a guide, a generous and compassionate mentor? Does he comfort the troubled and trouble the comfortable? Is he a spur, a gadfly, a "genial persuader" of boys and girls? I have noted that the teacher as means could be explainer, administrator, or mentor. Which is to be emphasized?

You may say that a good teacher combines all three as means, but my question then is: in what proportions? I would also ask which of these three functions (there are other important ones) can and should the teacher delegate? What standards do we set up if the teacher is to be an effective means? When we say that a teacher is poor, what steps do we want him to take to improve? Become a better explainer, expositer? Be a better administrator of the messages in books, films, radio? Develop more sensitivity, more compassion?

EDGAR DALE

The experiments with teacher aides in Michigan, the comments about values of educational television, show that there are differing views of the teacher as means. And we must ask how much such roles change when new electronic means for communicating ideas are available.

My first point, then is: what is the meaning of the teacher? To what ends is he a means? How differently do teachers with differing self-images of their jobs act when they get into the classroom? What lines of growth are especially promoted by the able teacher and what growth can be secured without his presence? What means, in short, should the teacher be using to help boys and

girls become self-teachers, to go ahead on their own?

This may be especially valuable in the college field. In an article titled "Freshman English During the Flood", published in *College English* for December, 1956, Charlton Laird has reported an experiment in small-group teaching at the University of Oregon. The English instructor became a guide and the students taught each other in groups of three or four. It took less of the instructor's time, and the early evidence is that the students took it much more seriously.

My second point concerns the physical environment of the school. To what ends is it a means? What growth, direct and indirect, comes from its objective presence in the life of the learner?

What effects may arise from the use of movable seats? One teacher told me that it was very hard to keep them in straight rows. Does informal seating in a browsing room make a real difference? What measurable effect does the new colour and decoration have upon children? What is the variant effect of substituting beautiful pastel shades of today for the old tobacco brown? Obviously we shall continue to put beauty into our school buildings. But could we by taking thought add another cubit to our aesthetic stature? Will beautiful buildings affect community architecture, influence home decoration?

When I speak of the classroom, the building, I am thinking about non-verbal communication, the emotional climate. A house is not always a home, and a classroom is not always an inviting place for learning. Did you ever have a literature class that met in a library with books that cried out for reading? Or did the classroom say: "This room is a part of a factory of interchangeable parts. At the end of 48 minutes a bell will ring, and you must leave because another group of interchangeable parts will come in."

Let us turn now to a third set of means — the books, recordings, films — the materials of instruction as we more narrowly interpret the term. How can we look upon them rigorously as means, steps on the unending road of the good life? What basic standards should we set up for them?

To be means, to have meaning, the experience from books, films, and laboratory must be both real and relevant. Many experiences in the school are simply not real, not understandable, not tied up to everyday living. If they are not important means, they have no important meaning.

Some experiences are real in the sense that they use an understood reality but lack relevance, hence interest. The teacher said: "Johnny, a man bought a car for $200 and sold it for $225. What's the difference?" Johnny replied: "That's what I say. What's the difference?" William James once said: "If it doesn't make any difference, what difference does it make?" Subject-matter for an individual is a subject that matters. How can we discover what matters most to children and young people?

I want to make the point that we now have a wide range of materials of possible experiences at wide ranges of abstraction by means of which we can do two things. We can make people as much alike as they need to be, and we can make them as different as they can be. The result can be a wholly new way of looking at materials of instruction. By having a wide range of material representing wide ranges of experience, we can bring groups together and create high commonness, a genuine community, and promote as well a high degree of difference and creativity.

By providing a wider range of experiences we can start any individual at a lower level of abstraction than ever before. We can also see that he travels farther along the route of abstraction than we have yet traveled. Every child can have greater range and depth of experience at each grade level.

Furthermore, out of a wide variety of concrete and semi-concrete experiences (including laboratory work, field trips, and viewing pictorial material of various kinds) each individual can generalize a

hard core of ideas. Too often individuals move at the lockstep pace set for our segmented learning experiences, climb the same steps to the same plateau at the same rates. But now we can provide more variation in gradient.

We can and must experiment with providing a greater range of material on all levels of subject-matter. We can write about rice or wheat as a food at a simple level but also have at hand an account at a more mature level. Double-track readers such as those developed by Bond and Cuddy are one example, but I am thinking of something more complicated than this.

For any important topic in life (whether rice, airplanes, numbers, or the concept of cooperation) we shall have available a wealth of skilfully classified experiences. Some will be in the common core which all will experience together. But materials will also be available to serve both the slow and the fast learner, the slightly and the deeply interested.

There would be many self-teaching, hence self-testing materials. Vocabulary tests may be recorded on tape and furnish a series of tests at any desired level of word difficulty. We could dictate spelling words by recordings, and such recordings could be listened to by an individual using earphones or by a group. We can use the tape recorder to get help in pronouncing words often mispronounced.

We could provide additional pictorial visits to many foreign countries by anyone who merely wished to go to the filmstrip file and put the selected filmstrip in the projector. We can do map-teaching or map-testing in this way. Or a child can listen to a recording while viewing colour slides in a Viewmaster. A youngster can take diagnostic arithmetic tests on his own—perhaps in place value, or percentage, or on short cuts in multiplying. He can make up weaknesses or capitalize on strengths.

I have talked about the teacher as means, about the classroom and building as means, about materials of instruction. I could, of course, have talked at length about the community, the mass media, the home, and the public library as means. Here are some criteria that I would set up for the means to achieve our ends. Clearly they suggest the need for further analysis and inquiry.

- Are the means stimulating, integrative?
- Are the means self-directing, self-teaching, self-testing?
- Are the materials readily comprehensible, readable—hard enough to challenge but not to frustrate?
- Do the means economize the teacher's time, avoid putting an undue burden on her?
- Do the means promote self-discovery?
- Do the means avoid mere imitation, do they emphasize the why as well as the how?
- Do the means promote thinking?
- Do the means promote explicit and transferable generalization?
- Do the means promote a mood of mutuality, of sharing, a good emotional climate?
- Do the means permit growth at desired levels and at a pace suitable to the rhythm and tempo of the learner?

Perhaps I can summarize by quoting Emerson who believed that the ends pre-exist in the means and who said, "The things which are taught children are not an education, but the means of education."

The *News Letter*, from which this article is reprinted with permission, is published by the Bureau of Educational Research, Ohio State University, Columbus, Ohio.

Executive Council By-Elections, 1957

The following is a list of nominations of candidates for election to the Executive Council to complete unexpired terms.

Position	Candidate	Nominated by
Vice-President	**William Ellsworth Kostash** Edmonton	Correspondence School Branch, Edmonton High School, Lamont, Thorhild, and Two Hills
	Richard Frank Staples Westlock	Barrhead, Castor, Edmonton Elementary, Edmonton Junior High, Hardisty-Provost, Lacombe, Lac Ste. Anne, Red Deer, Spirit River, Sturgeon, and Westlock
District Representatives		
South-eastern	**William Barabash** Brooks	E.I.D.
	George Chopey Ralston	Medicine Hat City
	Edwin Roy Hadlington Foremost	Foremost
South-western	**William Wilcox Nalder** Raymond	Warner County
	Thomas Frederick Rieger Picture Butte	Lethbridge District

Nominations for Vice-President



W. E. KOSTASH



R. F. STAPLES

W. E. Kostash is a teacher in Victoria Composite High School. He has worked for many years in the interests of the Alberta Teachers' Association. For several years in the thirties he was president of the Two Hills Local and the Hairy Hill Sublocal. From 1938 to 1941 he represented Northeastern Alberta on the Executive Council. For a number of years he worked in the Correspondence School Branch, where he helped to organize a local association. In 1950-51 he was assistant general secretary of the Alberta Teachers' Association.

Since joining the Edmonton City staff, he has served as chairman of the Convention Committee and of the Conference Committee, and president of the Edmonton High School Local. He represented Edmonton City constituency on the Executive Council for the two years previous to Easter, 1957 and was a member of the Pension Committee and the Scholarship and Loan Committee.

Mr. Kostash holds B.Com. and M.Ed. degrees from the University of Alberta.

R. F. (Dick) Staples is now serving his second two-year term on the Executive Council as district representative for the Edmonton District constituency.

He has always been extremely active in Association affairs during his teaching career. He has served as president of sublocals and locals, as Annual General Meeting councillor, on the teachers' salary committee for Zone One negotiations, as president of Edmonton District Geographic Council, and as Banff Conference delegate.

Dick has taught for 24 years in Alberta. For the past 11 years he has been principal of the large centralized school at Westlock. He holds his B.Ed. degree from the University of Alberta and is presently working towards his M.Ed. For the past five years he has taught at the Department of Education Summer Session at Red Deer, and for the last three has been in charge of student activities.

Nominations for District Representatives

Southeastern Alberta



W. BARABASH



G. CHOPEY



E. R. HADLINGTON

William Barabash is presently principal of the Brooks High School.

After obtaining the Junior Elementary and Intermediate School Certificate, he began his teaching career in rural schools in the County of Thorhild. For two years from 1953 he was on the staff of the Redwater High School. He then moved to the County of Newell and served as principal at Rolling Hills and then at Bassano, before accepting his present position.

Mr. Barabash obtained his B.Ed. degree from the University of Alberta in 1953 and is now working towards his B.A.

He has been president of an ATA sublocal and vice-president of the E.I.D. Local for the past two years. He is serving his second year as president of the principals' association in the Brooks area.

George Chopey is principal of the Ralston School, where he has taught for the past eight years. Previously, Mr. Chopey taught for one year in the High Prairie School Division, and for three years in the Killam School Division.

Mr. Chopey is the immediate past president of the Medicine Hat City Local. Other experience in Alberta Teachers' Association affairs includes two terms as councillor to the Annual General Meeting for the Medicine Hat City Local, and one year as president of the High Prairie Sublocal.

He attended Edmonton Normal School in 1940-41 and the University of Alberta from 1946 to 1948.

E. Roy Hadlington has been teaching in southern Alberta for 13 years, 11 of these in the Foremost School Division.

Mr. Hadlington, who was born in Lethbridge and received his education there, graduated from the Calgary Normal School in 1940, and from the University of Alberta in 1946 with the bachelor of education degree. He is presently completing requirements for the M.Ed. degree.

He has been an active member of the Alberta Teachers' Association in the Foremost Local. He was Annual General Meeting councillor for many years, vice-president, and for the last three years, has been secretary-treasurer of the local. He is presently chairman of the salary negotiating committee.

Southwestern Alberta



W. W. NALDER



T. F. RIEGER

W. W. Nalder attended Calgary Normal School in 1945 and is currently working towards his B.Ed. degree through summer school sessions at the University of Alberta. He has taught in the Raymond elementary and high schools for the last 12 years.

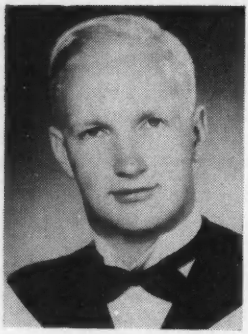
During his teaching service, he has been active in ATA local and sublocal affairs. He has held office as president and as secretary of the St. Mary's River Local and as president of the Warner County Local. He has been chairman of the Warner County negotiating committee and AGM councillor on nine occasions. In 1956 and 1957, he attended the Collective Bargaining Seminar at Banff, and has acted as a consultant to local groups and committees.

Mr. Nalder is active in community affairs in Raymond. He has been chairman of the town library board for over five years and is a director of the Raymond Credit Union.

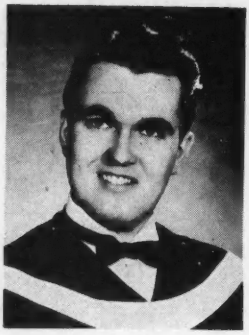
Thomas F. Rieger, a native of Alberta, received all his elementary and secondary education in this province and graduated from the Calgary Normal School in 1931. He received three degrees from the University of Alberta, the B.A. in 1939, the B.Ed. in 1945, and his M.Ed. in 1954.

Mr. Rieger has had 24 years' teaching experience. For six years, he taught in one-room schools. Then came high school experience at Taber and Berwyn. For six years he was principal of the Mirror School and for the last eight years he has been vice-principal of Picture Butte High School.

Since 1937, Mr. Rieger has been active in the Alberta Teachers' Association at both sublocal and local levels. For seven years he was secretary-treasurer of the Lethbridge District Local. In 1956, he attended both the Annual General Meeting and the Banff Conference.



R. T. BLACKLOCK



J. L. FERGUSON



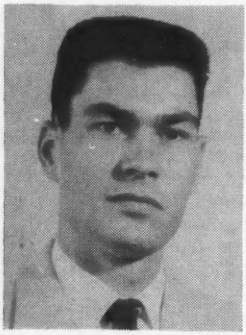
ANGELINE CONDON



SONJA GOTAAS



MARGERY MacFARLANE



H. E. REINDERS



RACHEL BROCHU



BILLIE McBRIDE

ATA Education Scholarships

The names of eight education students, winners of $500 scholarships awarded under the Alberta Teachers' Association scholarship program, have been announced. They are R. T. Blacklock and Angeline Condon of Edmonton, J. L. Ferguson, Margery MacFarlane, and H. E. Reinders of Calgary, Rachel Brochu of Morinville, Sonja Gotaas of Camrose, and Billie McBride of Wainwright.

The graduate scholarships were awarded to Mr. Blacklock and Mr. Ferguson. The other six award winners are enrolled in the University of Alberta during the current year, completing the fourth year of the B.Ed. program.

Raymond Thomas Blacklock, winner of the John Walker Barnett Scholarship in Education, was born in Edmonton and took his elementary and secondary education here. He graduated from the University of Alberta in 1956 with his B.Ed. degree, majoring in mathematics. During university sessions, he held office in the Education Undergraduate Society, and was a member of the Golden Key Society. He was valedictorian for his class. Mr. Blacklock is principal of the Worsley School in the Fairview School Division. The John Walker Barnett Scholarship is offered annually to a graduate student, who gives evidence of superior academic and professional promise, capacity for leadership, and intention to follow teaching as a career.

The Clarence Sansom Gold Medal and Scholarship in Education, which is offered annually to the student who has shown the highest general proficiency in the final year of the B.Ed. program, was awarded in June, 1957 to **Jack Logan Ferguson**. Mr. Ferguson is presently teaching social studies on the staff of the Viscount Bennett High School in Calgary. He was born in Calgary and received his schooling there. After obtaining the Standard E Certificate, he taught for two years in the elementary grades in the Calgary Public school system, before resuming his studies in the B.Ed. program. Mr. Ferguson plans to enter university within the next two years to work towards his master's degree in education in the fields of guidance and administration.

Angeline Lillian Congdon is winner of the Cedric Oliver Hicks Scholarship in Education. She was born in Holden, received her elementary school education in Round Head Creek School, and completed high school at Heisler. In high school, Miss Condon was active in 4-H and student union activities, and represented her district at the United Nations Summer School at the Banff School of Fine Arts. After a year's teaching in the Heisler district, Miss Condon returned to the University of Alberta to continue her studies leading to the B.Ed. degree. She is in the secondary route, majoring in the physical sciences.

Sonja J. K. Gotaas of Camrose is winner of the Milton Ezra LaZerte Scholarship in Education. She will major in English. Her minor fields are science and history, and she holds a junior certificate in drama. After completing elementary school in Camrose, Miss Gotaas enrolled in the Camrose Lutheran College for her high school training. Here she was active in the college choir and the CGIT, was president of the students union, and class valedictorian. Her extra-curricular activities at the University of Alberta have included participation in studio theatre productions and

membership in the University Mixed Chorus. During the current year, she is vice-president of the Students Union.

The Hubert Charles Newland Scholarship in Education has been awarded to **Margery MacFarlane**. Miss MacFarlane enrolled in the University of Alberta following graduation from Western Canada High School in Calgary. She has been a member of the University Mixed Chorus, has participated in the campus theatre, has assisted with Varsity Varieties and Varsity Guest Weekend, and has contributed to *The Gateway*.

Harold E. Reinders, who has been awarded the Harry Dean Ainlay Scholarship in Education, is a native of Calgary. His schooling was obtained in Calgary, with the exception of part of his senior year which he completed at the Naramata Christian Leadership School in conjunction with a six-months' course in lay leadership. He has been following the industrial arts pattern at the Calgary Branch of the University of Alberta and will complete his fourth year in Edmonton. At Calgary, Mr. Reinders was president of the Students Union, president of the Industrial Arts Club, manager of the men's basketball team, and campus photographer, and during summer vacations, a member of the COTC. He has been active in Sunday school work.

Rachel Madeleine Brochu, who has been teaching for the past two years with the Edmonton Separate School Board, has been awarded the William Aberhart Scholarship in Education. Miss Brochu took two years' training at the university after completing her course at the Thibeault High School in Morinville in 1953. She finished her third year of teacher education in evening division and summer session classes. Upon graduation, Miss Brochu hopes to teach mathematics and science in high school. Miss Brochu is interested in sports and has been active in the organization of track and field meets. She holds a junior teaching certificate in music.

The winner of the William Edward Frame Scholarship in Education, **Billie E. J. McBride**, will major in English. Miss McBride was born in Olds and obtained her education in Edgerton. She has been teaching Grade IX mathematics and science for the past two years in the Wainwright School. Miss McBride has been active in community activities, teaching Sunday school and working in the CGIT and Teen Club. She has assisted with students union activities in the school. Her other interests are crafts and choir work.

Lady Tweedsmuir To Address Teachers

Lady Tweedsmuir, wife of Alistair Buchan, present Lord Tweedsmuir, and daughter-in-law of John Buchan, former governor-general of Canada, will be guest speaker at the annual dinner of the Women Teachers' Association of Toronto on November 18. Her address will be carried by the CBC. Lady Tweedsmuir has been a public relations consultant, a member of the Advisory Council of the BBC, a member of the Royal Institute of International Affairs, and a contributor to newspapers and magazines. She was a delegate to the Council of Europe from 1950 to 1953, and a member of the Commonwealth Parliamentary Delegation to the West Indies in 1955. She has been MP for South Aberdeen since 1946.

Watch your local press for information on the time of the broadcast of Lady Tweedsmuir's address on November 18.

President's Column



At the annual meeting of the Canadian Teachers' Federation held in Edmonton last August, an organization to be known as the Canadian College of Teachers was established. Headquarters of the College will be in Ottawa and branch offices may be established on a geographic basis. It is possible that one branch office may serve the four western provinces, and one each, Ontario and Quebec, and the Maritimes.

The purpose of the College will be to stimulate the professional growth of teachers, to improve standards of professional service of teachers, and to hold before the teaching profession and the public the concept of a good teacher.

There will be two classes of membership, member and fellow. To be eligible for admission as a member, one must be in active service in teaching or in administration in the field of teaching, have at least five years' teaching experience, and hold a valid permanent teaching certificate. One must also be a member in good standing in the provincial or national professional organization and hold a degree from a university acceptable to the College or qualifications considered to be an acceptable alternative. Further, one must also have made a distinctive contribution to educational, professional, and community growth which has brought credit to the teaching profession.

In order to become a fellow, one must have been a member of the College for two years, have a post-graduate degree or an acceptable alternative, have made an outstanding contribution to education in Canada, and have satisfied the requirements of the College in an oral interview.

Members and fellows in good standing at the time of their retirement from teaching may be continued in membership.

The initiation fees for a member will be $25, and $50 for a fellow. In addition to the initiation fees, there will be an annual membership fee of $5.

Affairs of the College will be administered by a Council of nine persons.

The Alberta delegates to the Canadian Teachers' Federation support unreservedly the aims of the Canadian College of Teachers. However, we were not satisfied with the qualifications for membership. Specifically, we felt that a definition of "an acceptable alternative to a university degree" should appear in the constitution. Unless there is some provision that undergraduate teachers of considerable successful experience can belong, the College may prove abortive. However, the delegates from the other provinces were willing to accept the conditions of membership as presented to the conference, and the constitution of the Canadian College of Teachers was approved accordingly.

Geophysical Scholarships

The Canadian Society of Exploration Geophysicists announces that arrangements have been completed whereby the following new scholarship grants have been made available to students attending Canadian universities.

A grant of $350 per year made by Griffin Tank and Welding Service of Dallas, Texas, has been awarded to Queen's University, Kingston, Ontario. This scholarship will be made available to a second-year student in geophysics.

Three $350 scholarships have been made possible from a scholarship fund of $1,050 annually supplied by Continental Explosives Ltd. of Valleyview. The scholarships, awarded to the University of Alberta, the University of Saskatchewan, and the University of Western Ontario, will be available to second-year students in physics and/or geology.

These four new scholarships bring to a total of nine the number sponsored by the Canadian Society of Exploration Geophysicists. The scholarships previously established include three provided by the Seismic Service Supply Company of Edmonton, and two provided by Herb. J. Hawthorne Inc. of Houston, Texas.

The Seismic Service Supply Company's three scholarships of $350 each have been awarded to the University of British Columbia, the University of Alberta, and the University of Saskatchewan, and are to be given to qualifying students in the field of Education.

The Herb. J. Hawthorne Inc. scholarships of $350 each have been established at the University of Alberta and the University of Western Ontario and are awarded to second-year students in the field of geophysics.

The purpose of these scholarships is to stimulate interest in geophysics and to make it possible for more students to undertake a university course in the subject. Teachers and students may obtain full details regarding the scholarships from the registrar's office of the universities concerned.

Essay Competition

The Royal Empire Society, whose efforts are directed towards the great role that the Commonwealth has to play amongst the nations of the world, has announced its annual essay competition for 1957-58. The deadline for entries is January 1, 1958.

Prizes will be awarded by the Royal Empire Society, Montreal and by headquarters of the Society in London, England. Special prizes will also be awarded by the adjudicators to competitors whose work, in their opinion, is worthy of particular recognition. After the competitions have been judged for Montreal awards, the essay of highest merit in each class will be forwarded to headquarters of the Society to compete with essays from all over the Commonwealth and Empire. It is interesting to report that in the last competition no less than four Canadian scholars were selected for high recommendation by the adjudicators in London.

Class A, for students of 16 and under 19 years of age on December 31, 1957, is to discuss—"The Commonwealth is not breaking up but growing up". The essay should not exceed 3,000 words. Prizes are $50, $35, and $20.

Class B, open to students of 14 and under 16, has the topic—"British games are played in most countries of the Commonwealth—To what extent is this statement true?" First prize is $40, second prize, $30, and third prize, $20. The essay is not to exceed 2,000 words.

Class C, for students under the age of 14, has the subject—"If you could choose to invite four young people to your home from other Commonwealth countries, which four would you choose and why?" The essay's length is not to exceed 1,000 words, and the prizes are $30, $20, and $15.

Further details regarding the competition are available by writing to The Royal Empire Society, 1405 Bishop Street, Montreal.

DEPARTMENT EDUCATION ALBERTA

Official Bulletin, Department of Education

No. 182

Special Certification for Commercial Subjects

The Minister of Education, on the recommendation of the Board of Teacher Education and Certification, has approved a new plan for certification in Business Education which will come into effect on July 1, 1958. The requirements for three new special certificates in Business Education (Junior, Senior, and Advanced) will be announced in the 1958-59 calendar of the Faculty of Education, which should be available during late spring. In addition, the Department of Education will prepare and distribute information early in January of next year on the Business Education certificates.

Meanwhile, teachers interested in commercial certification are advised that the present provisions and arrangements for special examinations administered by the University of Alberta for teachers desiring to qualify for certification in Typewriting, Stenography, and Bookkeeping, will be discontinued on July 1, 1958. This means that there will be no special commercial examinations after those scheduled for December 30, 1957 and April 11, 1958.

Bring Curriculum Building Down to Earth

(Continued from Page 12)

and activity in the curriculum development process. Realistically, this involves three supporting features: money, time, and training. Probably no divisional school board in Alberta would give passing approval to a budget item labeled "Curriculum Development". Equally certainly, many boards would be willing to consider an appropriation for the improvement of teaching, if it can be demonstrated that the plan is moderate, sincere, and well-conceived. Fortunately, financing education in Alberta is no longer the burden it once was. Teachers through their salary negotiating committees have given thorough study and analysis to one part of the annual budget. Is there not justification for equal concern with other budgetary items that reflect professional improvements? Lack of time for continuous curriculum study and work is the greatest single detriment in those school systems where local teacher participation is considered to be an essential feature. Curriculum development on an evening or Saturday morning time-schedule is seldom satisfactory. The teacher's day is full of demanding detail. The work week is comparable to other professional work assignments. The work year is, however, another matter. Perhaps selected teachers could be retained for summer service for the development of local curriculum and study materials. In addition to the improvement of

materials and consequently, we hope, of instruction, such employment might do something to retain in the profession many of those abler teachers who so often turn to more lucrative careers in other fields. Conceivably, we could see some increase in the number of full-time, year-around professional educators.

Training for curriculum development must supplement training for classroom teaching. Unhappily, such additional training is expensive and unavailable in many areas. The recent addition of a doctoral program in education at the University of Alberta is heartening. But the training of a few selected experts is a partial and inadequate answer. The entire level of teacher training must keep pace to insure defensible results.

Apathy to the need for better trained teachers can do nothing but retard and discourage quality in every aspect of education. In 1957, such social indifference is difficult to explain and impossible to defend.

Meanwhile, education goes on. Children continue to come to school, and teachers continue their conscientious task. Around us life moves by at an accelerating pace. Perhaps, as educators, we could profit by the advice Alice received from the Red Queen:

"Well, in our country", said Alice, still panting a little, "you'd generally get to somewhere else—if you ran very fast for a long time as we've been doing."

"A slow sort of country!" said the Queen. "Now, here, you see, it takes all the running you can do to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that!"

CBC School for Parents—1957

The fifteenth annual CBC School for Parents will be broadcast on Trans-Canada Matinee for nine Thursdays, beginning November 7 and continuing through December. Dr. S. R. Laycock, former dean of education at the University of Saskatchewan, will be speaker in this series which he has conducted since the first was broadcast on the Canadian Broadcasting Corporation in 1942.

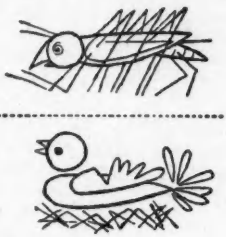
Dr. Laycock is a recognized authority on child psychology and parent education. For many years, he has worked closely with the Home and School and Parent-Teacher Federation, serving for a time as its national president. He estimates that he has spoken to more than 1,000 home and school and parent-teacher associations from the Maritimes to the Yukon.

"The Neighbourhood and Your Child" is the title of Dr. Laycock's 1957 School for Parents on Trans-Canada Matinee, which will be heard at 2:30 p.m. MST. Questions discussed in his nine talks will be—

November 7 — The School
November 14 — The Church
November 21 — Relatives and Friends
November 28 — Clubs and Recreation
December 5 — Cultural Influences
December 12 — Movies, Comics, and Broadcasting
December 19 — Street Learning
December 26 — The Policeman as Friend
January 2 — Child Guidance Services

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Newsletter or 'Newslitter'

(Continued from Page 18)

for its membership might have such objectives as these—

- √ to gain participation in ATA activities,
- √ to foster understanding of ATA policies,
- √ to foster understanding of ATA history and objectives,
- √ to build confidence in ATA officers,
- √ to instruct members in ATA procedures,
- √ to provide for full dissemination of routine information,
- √ to orient new teachers,
- √ to acquaint members with one another and thus to foster a family spirit.

Target Knowledge of the audience is essential to effective communication. Magazine editors, advertisers, and psychological warfare workers spend considerable sums defining their targets. The editor of a newsletter can profitably spend some time learning all he can about the audience he is editing for. It is not enough to say that the newsletter is for the 'public', as there is not one public but many little publics. And different publics have different interests in the school system, a point which the editor should always take into account. Consider parents, for instance. There are parents of pre-school children, parents of children now in school, parents of children who have left school without finishing, and parents of children who have been graduated from school. Presumably all of those different types of parents have different interests in the school system, just as the new teacher and the teacher approaching retirement age have different interests in the Alberta Teachers' Association. A general conclusion might be that the more homogeneous the target, the more specific the aims of a publication can be.

Content Once one has decided upon aims and has defined his audience, he should decide upon the broad types of content which will help him to carry out

the objectives of his newsletter. For instance, if one aim of the newsletter is to explain the curriculum, his publication might carry accounts of class projects and their relationship to the pattern of the course as well as reports of field trips and the reasons behind them. The balance of content and the tone of the copy will give the newsletter its personality. One cannot prepare effective copy in a vacuum; one must do so with his audience clearly in mind.

Publishing a successful newsletter involves a good deal of work, as this quick review suggests. Alas, there are no short cuts. And the editor, usually unthanked and often abused, can find hope or despair in the hard fact that the results of the publication are proportionate to his effort.

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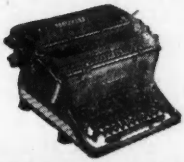
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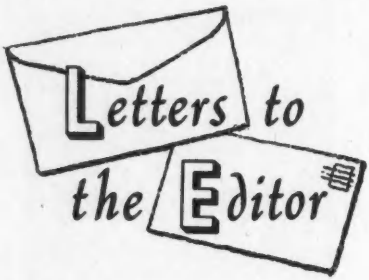
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To the Editor—

Would you be kind enough to draw to the attention of your readers the forthcoming non-credit classes which are being offered by the Department of Extension in its eighth annual series of evening classes in Edmonton.

We have a wide range of subjects in the 32 classes which start this month, including Public Speaking, Effective Reading, two classes in French, and one in Beginner's Russian. There are also classes in Short Story Writing, Logic in Theory and Practice, An Introduction to Speech and Interpretation, and Elementary Security Analysis. We are offering ten art classes which include pottery and sculpture.

We feel that these courses will prove of value and enjoyment to many teachers in Edmonton and surrounding communities. Later this year, we will be offering comparable courses in Calgary.

Yours sincerely
DUNCAN CAMPBELL
Director
Department of Extension
University of Alberta
Edmonton, Alberta

To the Editor—

I have received an anonymous letter postmarked Bentley. If the person or persons who wrote the letter will send me a signed letter, I shall be pleased to answer.

Yours truly
ERIC C. ANSLEY
General Secretary-Treasurer
Alberta Teachers' Association

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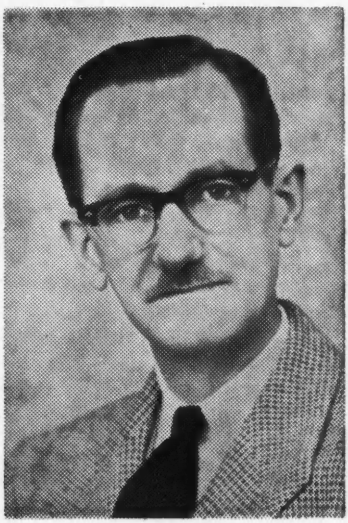
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Teachers in the NEWS



G. L. ROBERTS

Mr. Roberts was elected president of the Canadian Teachers' Federation at the organization's thirty-sixth conference in Edmonton last August.

A native of Newfoundland, Mr. Roberts obtained his schooling in St. John's. He attended the University of Toronto, graduating with the degree of B.Sc. in electrical engineering. For several years, he was employed in building construction in various parts of Canada. He joined the staff of the Collegiate and Vocational Institute in Oshawa, Ontario in 1933, where he is now principal.

Mr. Roberts has been a past president of the Ontario Secondary School Teachers' Federation and of the Ontario Teachers' Federation. He has been actively involved in a number of provincial and national educational projects, and served last year as vice-president of the Canadian Teachers' Federation. In his own community, he is active in welfare and service club work.

Retired



W. E. FRAME

W. E. Frame retired on September 30 from the position of chief superintendent of schools, after nearly 30 years with the Department of Education.

Mr. Frame was born in Lethbridge, received his elementary and secondary education there, and took his normal school training in Calgary. He received B.A. and M.A. degrees from the University of Alberta. His teaching career was interrupted by service in World War I in which he won the Military Cross. Returning to teaching, Mr. Frame taught in Youngstown and in Crescent Heights High School in Calgary until 1928, when he was appointed to the Department of Education supervisory staff. In 1940, he enlisted in the Royal Canadian Ordnance Corps, serving in Canada and overseas,

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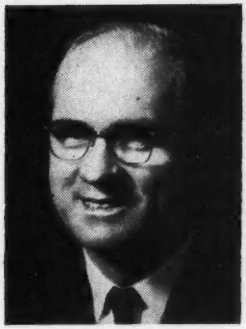
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and on his return in 1944, was appointed to the position of assistant superintendent of schools. Two years later, he became chief superintendent of schools.

Mr. Frame served as chairman of the Board of Teacher Education and Certification. He is a member of the Senate of the University of Alberta, the Alberta Board of the Canadian Institute for the Blind, the Canadian Legion, and the Edmonton Education Society, and is a past master of the Masonic Order. In 1954, Mr. Frame was granted honorary life membership in the Alberta Teachers' Association. On the occasion of his retirement, he was presented with life membership in the Canadian Education Association.

Appointed



T. C. BYRNE

Dr. T. C. Byrne succeeds Mr. Frame in the position of chief superintendent of schools. Formerly a high school inspector, Dr. Byrne received his B.A. and M.A. degrees from the University of Alberta, and the Ed.D. degree from the University of Colorado. Dr. Byrne taught in the Mirror High School and in Hillhurst Junior High School in Calgary before his appointment to the superintendency staff in 1942. He served for five years in the Foremost School Division, for two years in the Taber School Division, and was appointed as an inspector of high schools in 1949.

New Field



G. L. MOWAT

Dr. G. L. Mowat is beginning his first year as associate professor of education with the Faculty of Education of the University of Alberta. He was formerly assistant director of school administration with the Department of Education. Dr. Mowat interrupted teaching service in southern Alberta to join the RCAF in 1942. On his return to civilian life in 1945, he was principal of the Barnwell School for a year, then superintendent of schools for the Foremost School Division, and from 1950, an inspector of high schools with headquarters in Calgary. Dr. Mowat received his B.Sc. degree from Brigham Young University, and his M.A. and Ed.D. degrees from Stanford University. He was guest speaker at this year's convention for teachers of Grande Prairie and Spirit River Locals.

Successor

Dr. J. W. Chalmers is replacing Dr. Mowat in the position of assistant director of school administration with the Department of Education. He moves from the high school inspector's staff. Dr. Chalmers' teaching career began in 1932 at Bruderheim, following his graduation with a B.A. degree from the University of Manitoba. He taught in Manitoba high schools for a year, and then at Daysland, Alberta, and in 1939



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J. W. CHALMERS



G. L. BERRY

became principal at Holden. He was director of the Correspondence School Branch for seven years, then superintendent of schools in the Killam School Division, and in 1953, was appointed as high school inspector. Dr. Chalmers obtained his M.A. and M.Ed. degrees from the University of Alberta, and his Ed.D. degree from Stanford University. During World War II, he served as navigator with the RCAF. He has written numerous articles for educational magazines, is co-editor of *Prose and Poetry for Canadians,* associate editor of *Thought and Expression,* and author of *Red River Adventure.*



E. D. HODGSON

High School Inspectors

Recently promoted to inspector of high schools, G. L. Berry was formerly superintendent of schools for the High Prairie School Division. Mr. Berry is stationed in Edmonton and his territory includes the Peace River block and St. Paul and Bonnyville areas. Mr. Berry holds B.A., B.Ed., and M.A. degrees from the University of Alberta. He began his teaching career in 1935 at Provost, following teacher training at the Camrose Normal School, and taught in succeeding years at Hayter, Chauvin, Taber, Warner, and Coalhurst. He was appointed to the superintendency staff in 1952. He is the author of two books, *Religions of the World,* and *The Whoop-Up Trail.*

E. D. Hodgson, formerly superintendent of schools for the County of Grande Prairie, has been appointed high school inspector with headquarters at Red Deer. Mr. Hodgson took his teacher training at the Edmonton Normal School, and then taught in the Vermilion School Division, before enlisting in the RCAF in 1943. He returned to Vermilion after the war, and then resumed his teacher education at the University of Alberta, obtaining his B.Ed. degree in 1948 and the M.Ed. degree a year later. For five years he taught in schools of the Edmonton Public school system. He was appointed to the superintendency staff in 1954, serving in the Leduc School Division and the County of Grande Prairie.



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Mr. Hodgson was active in ATA affairs during his teaching career. He has been a contributor to the columns of *The ATA Magazine*.

New Superintendents



N. J. ANDRUSKI

N. J. Andruski has been appointed as superintendent of schools for the County of Grande Prairie, replacing E. D. Hodgson. Mr. Andruski was for two years district representative for Northeastern Alberta on the Executive Council of the ATA. He holds his B.Ed. degree from the University of Alberta and his M.Ed. from Oregon State University. Mr. Andruski has taught in schools in the Sturgeon and Athabasca School Divisions, served in the armed forces for four and a half years in Canada and overseas, and was principal of Athabasca High School at the time of his present appointment.

O. Fadum has accepted the position of superintendent of schools for the High Prairie School Division No. 48. Mr. Fadum is a native of Norway. He obtained his secondary education and university training in Alberta. His teaching career, which began in 1934, was interrupted by service in the armed forces from July, 1942 to November, 1945. On his return to civilian life, he served as vice-principal at Bawlf, principal at Armena and at Ferintosh, and then principal of Bawlf High School from 1952 until he accepted his present appointment.



O. FADUM



R. LESKIW

R. Leskiw, who is now serving as a superintendent - at - large, was formerly principal at Alliance. Prior to this, he taught in the Castor School Division and at Sedgewick in the Killam School Division. Mr. Leskiw was born in Alberta, obtained his elementary and secondary schooling at Spedden, and took his B.Ed. degree from the University of Alberta. His activities in ATA affairs included experience as sublocal president, as salary negotiator, and as AGM councillor.



R. F. McCORMICK

R. F. McCormick is the new superintendent for the Provost School Division No. 33. Mr. McCormick holds the degrees of B.Sc. and B.Ed. from the University of Alberta. He taught for two years at Rosalind in the Camrose School Division, was vice-principal at Warner for four years, and for two years was principal of the Wrentham School. His ATA experience includes two years as president of the Warner-Wrentham-New Dayton Sublocal, and a year as secretary-treasurer of the Warner County Local.



W. D. McGRATH

The new superintendent of the Peace River School Division No. 10 is W. D. McGrath. A graduate of the University of Alberta, Mr. McGrath had taught in the province since 1932, for the last 20 years in the Peace River area. He was principal of the T. A. Morris High School in Peace River at the time of his appointment. Mr. McGrath was a member of the Executive Council of the ATA, representing Northwestern Alberta, for five years, and from Easter, 1957, was vice-president and served as chairman of the Finance and Pension Committees.

F. M. Riddle has been appointed as superintendent of the East Smoky School Division No. 54 and the Grande Prairie Inspectorate. Mr. Riddle had taught for 18 years and was principal of the Brooks School at the time of his appointment as superintendent. During World War II, he served as meteorological officer with the RCAF. He holds B.Sc. and B.Ed. degrees from the University of Alberta and is currently working on his master's degree. Mr. Riddle was active in ATA

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F. M. RIDDLE

affairs and was serving the second year of a two-year term as district representative for Southeastern Alberta on the Executive Council.

Transfers

The following transfers of superintendents have been announced by the Department of Education

—**S. W. Hooper**, from the Peace River School Division No. 10 to the Olds School Division No. 31

—**H. A. MacNeil**, from the East Smoky School Division No. 54 and Grande Prairie Inspectorate to the Bonnyville School Division No. 46.

The Group Process and Participation

(Continued from Page 21)

and a parade of ineffective administrators.

The problem is one of keeping the in-group at the centre of the organization in communication with the total membership, and of maintaining a reservoir of leadership personnel drawn from the total membership and from which some appropriate turnover for the central core can be provided. Without a rival or rebel group in an organization, only the governing group can provide this pattern of adequate information, communication from the total membership, development of leadership personnel, and turnover. A highly organized rebel group provides division and instability. The widespread expression of different viewpoints by members in communication with the active minority at the centre of the organization generates interest in the proposals and programs of the governing group and also subjects them to evaluation and guidance by the total membership.

A Filing System for Alberta Schools

(Continued from Page 28)

Safety education (fire drill; routes, regulations, traffic, etc.)
School subjects (a folder for each on which special reports and information are being collected)
Textbook lists
Timetables (include A-cards, plans, statements of special organizational features—separate files if needed)
School surveys (re instructional program—a folder for each)

Instructional Personnel

Applications
Departments (a folder for each department organized)
Directives and notices by principal
Duties of teachers (special assignments, extra-curricular, etc.)
Meetings of teachers, i.e., staff
Reports (teachers to principal)
Substitute teachers (lists, services, etc.)
Supervision (plans for; schedules, inservice education; intervisitation: classroom visitation; etc.)
Teachers (a folder for each)
Visiting teachers' reports

Outside Organizations

Examples are: Athletic Association; Leadership Course for School Principals; Five-School Project; Principals' Meetings; Home and School; Red Cross—provincial organization (if a club, include under Extra-Curricular); Career Events; Public Relations; Essay Competitions, etc. (a folder for each)

Pupil Personnel

Accidents (list of)
Attendance
Census
Clinic reports (enter pertinent information on pupil folder)
Disciplinary cases (probation lists, etc.)
Enrolment
Interviews (plans for, schedules, etc.)
Marks (lists as secured periodically for students)
Music Credits (lists—enter on pupil folder)

Non-resident students
Promotion lists
Recommendations (letters of; or place in pupil's folder)
Registration (in classes and subjects)
Registration (special cases)
Report cards (preferably actual cards in bundles by grades and classes, placed on cupboard shelves)
Scholarships, Awards, etc. (lists of; if won, post to pupil record)
Special programs (class lists; class progress reports, as a result of the special program)
Student timetables (may be kept in a small 4" x 6" file, if preferred)
Transfers—In and Out
Pupils' Cumulative Records (one folder for each pupil. These folders should have the appropriate spaces filled, while such items as anecdotal records, test booklets, reports to home, record of interviews (concerning pupil), etc. may be placed inside the folder.)

School Plant

Alterations
Grounds
Janitorial services
Janitorial supplies
Lockers
New construction
Renovations and repairs
Reservations (schedules for rooms, auditorium, gymnasium, etc.)

Tests

(a) Locally-made Tests
A file for each subject
(b) Standardized Tests
A file for each test; arrange these alphabetically by subjects; within subjects, arrange alphabetically by authors. (A sample only of each test should be in the files; place supplies for later administration in a storage cupboard.)

Universities

Summer Schools, etc.

Vocational Guidance

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NEWS *from our Locals*

Several sublocal groups have held their first fall meetings and have reported on the election of officers.

Teachers of the **Athabasca Sublocal** chose Merne Hyrcun as president at a meeting on September 25. Other sublocal officers are: Nick Pesklivets, vice-president; Helen Sawchyn, secretary treasurer; Zinnia Tymchuk and Mr. Pesklivets, track meet conveners; and Mrs. Julienne Pylypiuk, press correspondent.

Officers for the **Bowden Sublocal** were elected at a meeting on September 19. They are: Mrs. Lois McLaren, president; Mrs. Sylvia Isaac, vice-president; Audrey Park, secretary-treasurer; Ron Jordan, councillor; Norman Bowles, salary policy committee representative; and Mrs. Winnifred Tester, press correspondent. The group chose two projects for the year: Physical Education Program in the School, chaired by Miss Park and Miss G. Pye; and Language-Spelling, chaired by Mrs. D. Schrader and Ella Church in Division I, Mrs. Elva Sick in Division II, and Norman Bowles.

John Kvill is the president of the **Czar-Hardisty Sublocal** for the coming year. Other officers elected at the sublocal meeting on September 18 are: Ben Doetzel, vice-president; Mrs. Helen L. Bronson, secretary-treasurer; Lewis Benfield, councillor; and Mrs. Barbara Richards, press correspondent. Mrs. Lena Fossum and Mrs. Jean Benfield volunteered to act on a transportation committee.

The **Dickson-Markerville Sublocal** will operate for the coming year under the presidency of Mrs. Kay Johnson. The slate of officers was elected at a meeting held on September 12 at the home of Mr. and Mrs. W. R. Sloan. Other executive members are: Elmer Rawling, vice-president; Eleanor Petersen, past president; Mrs. Jeanne Hodgkinson, secretary treasurer; and Edith Fitch, press reporter.

Mrs. M. Spence is the newly elected president of the **Drumheller Division Sublocal.** Also on the executive are: B. King, vice-president; Miss E. King, secretary; B. Webster, press correspondent; and Miss V. P. Tillotson, convener for professional ethics. The officers were elected at a meeting on September 23 held at Delia.

For the **Highway 21 Sublocal** the new president is John Engel. The vice-president is E. Bardock, and the secretary-treasurer, Beatrice Toole. Members of

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the program committee are: Janice Kruger, Mrs. Dorothy McCook, Mrs. Aileen McLaren, and Mrs. Harriet Richardson. The sublocal meeting was held on September 18 at Trochu.

H. C. Rhodes was appointed to the office of president of the **Lindsay Thurber Composite High School Sublocal** at the first meeting of the new term. The slate of officers also includes: R. L. Whitney, vice-president; Hilda Soderman, secretary-treasurer; A. Allen, program convener; R. P. Heard, press and public relations convener; C. H. Campbell, local councillor; Anne Kernaleguen and Mrs. M. L. Glabais, lunch conveners; and Mrs. Irene Rowat, 4-F Fund convener.

H. B. Rogers gave a resume of the report of the Executive Council to the meeting of local presidents concerning the Association's stand regarding the Royal Commission inquiring into the matter of provincial salary scales for teachers. Principal D. C. Dandell also addressed the meeting and reviewed some interesting highlights of the Leadership Course for School Principals which he attended at Concordia College, Edmonton, this summer.

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At a meeting on September 10, Alvin Myhre was elected president of the **Mannville-Minburn Sublocal.** Other officers are: Nestor Bohaichuk, vice-president; Miss J. Nemchuk, secretary; and Iline McDonald, press correspondent. Sublocal members made plans for a fall track meet and discussed convention matters.

At the **Morinville Sublocal** meeting on September 20, W. Tchir was elected as president, and Marie T. Rostaing was re-elected as secretary-treasurer. Sister Columbane is vice-president for the new term; Sister M. Paulin, councillor; and Minnie Bosch, public relations officer. A program committee of Sister Zenaide, Olga Melnychuk, and F. J. Robinson was chosen. The sublocal will meet on the third Thursday of each month.

Election of officers for the **Provost-Hayter Sublocal** took place on September 12. Mrs. J. Ruttan, is the new president, and other officers are: A. Heck, vice-president; Beth Lodoen, secretary-treasurer; J. E. Finman, press correspondent. Several new teachers were welcomed, and the new divisional superintendent, R. W. McCormick, was guest of honour at the luncheon held following the meeting.

With 29 members present at the **Red Deer Rural Sublocal** meeting on September 25, N. Griffiths, retiring president, conducted the election of officers for the coming year. Elected were: D. Evans, president; I. H. Hastings, vice president; Mrs. M. Stevenson, secretary-treasurer; Mrs. A. Tedford, social convener; Henrietta Miller, press correspondent; and David B. Hughes, local councillor.

T. Murray reported on proceedings of the Royal Commission inquiring into pro-

vincial salary scales for all Alberta teachers.

Members of the **Rimbey Sublocal** elected Henry Kolesar of Bluffton as president. Other officers are: A. M. Bennett, vice-president; Aileen Collis, secretary-treasurer; and Russell Petterson, press correspondent. The 25 teachers who attended the October 2 meeting also discussed problems associated with the teaching of English and the merits of a fine arts festival. The decision to hold a festival, rather than an athletic contest, passed by a slim majority. The sublocal will meet the first Wednesday of each month.

New officers were elected for the **Smoky Lake-Waskatenau-Warspite Sublocal** at its meeting on October 3. They are: Marshall Grandish, president; John Goruk, vice-president; and Shirley Ternoway, secretary-treasurer. New members of the teaching staff were introduced, and convention plans were discussed.

Coal Branch Local

Mercoal teachers cooperated with the community at a farewell on June 23 for Della Kippan who left to live in Winnipeg. R. Binette was master of ceremonies. Miss Kippan received many gifts from the divisional office, Coal Branch teachers, and the community. J. Eis compiled an attractive album of her former pupils.

A social evening to close the year's work was held on June 27. Teachers and bus drivers of the school division met at their favourite picnic spot on the McLeod River for a lovely chicken supper. L. Parry presented gifts from the teachers and the divisional office to Mr. and Mrs. R. J. Hughes. Mr. Hughes has completed 34 years of teaching service at Luscar after several years at Mountain Park. Mr. and Mrs. Hughes are retiring to Crescent, British Columbia.

Introducing the New Teacher into the School System

(Continued from Page 26)

during her first four months at least should not take her out of her school very much or at hours which interfere with instruction time. At this period of her career she will be most helped by a general consultant, a skilled teacher who is made available to assist her in developing her program, who will come to her frequently to encourage her and to offer her practical suggestions.

Reaction of senior teachers to the program

The reaction on the part of senior teachers to the induction program for new teachers shows a wide range. In one district, the vice-principals, under the supervision of the local inspector, in an effort to be helpful, produced a 45-page booklet called "Teaching Tips for Beginners", which was designed to be of very practical assistance to a young teacher starting out with her first class.

When so much trouble is being taken to ensure a successful start in teaching, it seems only fair that some thought should be given to senior teachers who have been with the school board for many years. One effort to recognize long service was the provision in the early part of the school year of a tour for teachers who have been on the staff for thirty years or more. These teachers left their classes in charge of supernumerary teachers for a three-day period in order to visit parts of the school system which they had never been able to see previously because they were teaching their classes when these other parts of the school system were in operation. Three groups with about 30 senior teachers in each group spent three days visiting the schools or the special facilities which interested them most. Some wished to visit certain public schools and certain of the specialized agencies of the board, e.g., the Teaching Aids Centre, the Child Guidance Services, the

Attendance Department, the School for the Deaf and Orthopaedically Handicapped, Sight Saving Classes, the Hard of Hearing Classes, or the Administration Building. On the first day, the board entertained the teachers at a luncheon at the new Teachers' College. On the second day, luncheon was provided for the whole group at the new Sunny View School for handicapped children. On the third day, the board members acted as hosts at a tea in the board room when the senior teachers were their guests. This three-day tour had the effect of making the senior teachers feel that they had had an opportunity to see aspects of the school system, which their duties had prevented them seeing at any other time. This may in some measure have increased their pride in their own school system and in their contribution to it.

Evaluation

It has become apparent that schools get underway in September more readily and with less annoyance when all the staff members are familiar with the part that each is to play prior to the opening day of school, and when there is no awkwardness because of new staff members. Since there is a definite attempt to make the new teacher feel a part of the staff, and an organized plan to make her familiar with the staff committees, with the routine duties and with the conditions of the school, she is more quickly assimilated into the life of the new school. This results in greater satisfaction in her work, with consequent desirable results in staff relationships, and in teacher-pupil relationships. Education is a sterile process unless the spirit which animates the program has warmth and feeling. The efforts which are made to have the new teacher gain satisfaction from her work pay dividends in the classroom where the young teacher is able to be more effective in less time than would be the case otherwise. The same principles which are followed in recruiting and orienting new teachers probably need to be followed in all staff relationships so that each member of the staff, whether principal, teacher, supervisor, or administrator, recognizes that others have a part to play and that close and confident relationships between these persons constitute one of the basic elements of a good educational program.

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The Byline Beat

(Continued from Page 4)

Not so with Bill Odell whose forthright analysis of school public relations graces this issue.

One of the most pleasing personalities we have met is Dr. Van Miller, who has been ATA guest speaker at fall conventions and who was consultant for group dynamics at Banff in August. Van's treatment of the group process contains a lot of common sense caution.

We like Phimister's article on induction programs for new teachers. It is good to know that some school systems go this far to make the new teacher's adjustment easier.

Dr. Bob Rees contributes a practical article to this issue. If some principals have desks like ours, they must surely welcome this solution. The five-school project to which Dr. Rees refers is an association of five schools of comparable size: Camrose, Lacombe, Leduc, Ponoka, and Wetaskiwin. Studies include such topics as, "Problems of Drop-Outs at High School Level" and "Extra-Curricular Activities of High School Students".

It is a matter of pride to report winners of the ATA education scholarships. All our best wishes go to these young people.

The teacher is the pivot. So says Edgar Dale's article, "The Means of Education". Buildings and equipment are necessary but never can substitute for the good teacher.

Now who was it said, "Vote as you please, but vote"!

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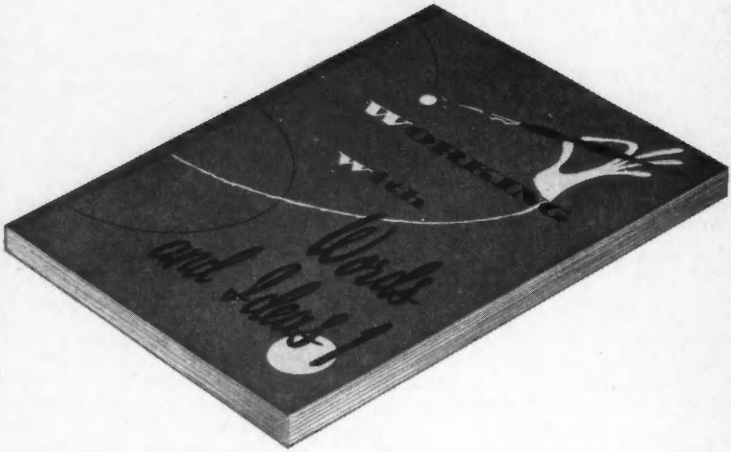
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Secretary's Diary

Provincial Salary Schedule Commission

The hearings of the Blackstock Commission, to study the feasibility of establishing a provincial salary schedule for teachers in Alberta, opened September 12 in Edmonton. As you know, after the opening day, the Alberta Teachers' Association withdrew. Since September 12, the members of the Executive Council and the executive officers have been busy attending meetings of local associations to inform teachers throughout the province about what happened and to explain the reasons for our withdrawal. From September 23 to October 8, 62 meetings were held with local associations. In addition to these, a meeting of presidents of locals was held in Edmonton on September 21, attended by 66 presidents or their representatives. Also, there have been two special meetings of the Executive Council.

Fall Conventions

Fall conventions are now in progress. I attended the one at St. Paul on October 3 and 4. Dr. H. T. Coutts, dean of the Faculty of Education, was our guest speaker. Mr. Seymour attended the Grande Prairie - Spirit River Convention on October 7 and 8, at which Dr. G. L. Mowat of the Faculty of Education was guest speaker, and the North Peace Convention on October 10 and 11, at which Neville V. Scarfe, dean of the College of Education at The University of British Columbia, was the guest speaker. Mr. Eyres represented the Association at the Vermilion Convention on October 10 and 11. Dr. D. E. Mahood of Saskatchewan Teachers' College was the guest speaker. Dr. A. W. Reeves of the Faculty of Education was guest speaker at the Lethbridge Convention on October 10 and 11; Dr. Lester B. Ball, superintendent of Millburn Township Public Schools in Millburn, New Jersey, was guest speaker at the Red Deer Convention on October 15 and 16 and at the Camrose Convention on October 17 and 18; and Dr. Harold P. Fawcett, professor of education at Ohio State University, was the speaker at the three Edmonton District Conventions. I represented the Association at these conventions. All conventions have been well attended. Convention secretaries have mentioned the assistance they obtained from their meeting last January. Another meeting of convention secretaries is planned for early in the new year.

Banff Conference and Collective Bargaining Seminar

The ninth annual Banff Conference was held August 18 - 24. This conference has become so much a part of the Alberta Teachers' Association that I think we are, at times, inclined to take it for granted. How-

ever, after nine conferences, it is evident to me, in my travels about the province, that the conferences are having an increasing influence upon local associations and teachers. There is no doubt that the conferences have helped to strengthen the Association, as was evidenced at the special meetings of locals held this fall.

The second Collective Bargaining Seminar was held at Banff during the week of the Banff Conference. As a result of these seminars, we now have throughout the province a number of informed and experienced teachers ready and able to help locals in collective bargaining.

Other Meetings

On September 9, I attended a meeting of the Advisory Committee on the educational survey to be conducted by the Department of Education. On October 21, I attended a meeting of a special committee of the Board of Teacher Education and Certification to consider the Alberta Teachers' Association's proposal to establish a committee responsible for the granting of permanent teaching certificates. On October 23, I attended a meeting at the Department of Education to review a draft of the Junior Colleges Act, being prepared for legislation. On October 24, the Alberta Teachers' Association Scholarship and Loan Committee met to consider applications for financial assistance submitted by teachers in attendance at the Faculty of Education of the University of Alberta.

Retirement, W. E. Frame

On September 30, W. E. Frame retired from his position as chief superintendent of schools. He has been succeeded by Dr. T. C. Byrne. Mr. Frame has been connected with education in Alberta, as a teacher, a superintendent of schools, and chief superintendent of schools, for more than 40 years, and is well known to a great many teachers in this province. Mr. Frame is an honorary member of this Association, and on behalf of the teachers of Alberta, I wish to thank him for his service to education and to express our best wishes to him and to Mrs. Frame.

I regret to report the death of Mrs. Helen Keefer, secretary of the Federation of Women Teachers' Associations of Ontario. She died in Toronto at the end of August after a long illness. Mrs. Keefer was well known to our delegates to the Canadian Teachers' Federation conferences of the last 15 years or more, as a sincere and able teacher and secretary.

Eric Ansley


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